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AN APPROACH TO GUIDANCE

EDNA DOROTHY BAXTER

An Approach
TO
GUIDANCE



NEW YORK AND LONDON
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Preface

It has been the author's privilege to work very closely with teachers and to know some of their deepest thoughts and feelings, their joys, and their problems, and this book is dedicated to public-school people the author has known, admired, and respected.

The book is written for teachers who are in service and for those who are preparing to go into the service of public-school teaching. Although it is written in the feminine gender and about high-school teachers, there is no intention of excluding male members of this profession or elementary-grade teachers as interested readers.

It is written because of a long-felt need for a book which shows teachers as they are in their schools, in their work with pupils, in their associations and communities, and in their personal lives.

PLAN OF THE BOOK

There are two parts of the book, namely, the Story, and the Story Interpretation.

The first part of the book has been written as a story about teachers because the author believes that they will find it more readable than an academic type of book and that they will be able to see themselves in the people in the story much more clearly than if these same people were described. Numerous "types" of teachers have been included in the book and many different kinds of problems are presented, these problems having

been selected from the abundant research data available and from the author's experiences.

The author believes, too, that, through the story method, teachers will be able to understand more clearly those faulty attitudes and behavior patterns which deter efficient teaching and destroy security and happiness.

This volume is not a "prescription" book, giving answers or solutions to difficulties and dilemmas. The story is about a woman who, personally handicapped and with a burden of her own, goes into a public school system in which there is some autocracy, and who, because of her belief in education and her confidence in teachers, is able to stimulate them to correct some difficult situations and begin to grow. No single solutions to specific problems are advocated, and, although various techniques and ways of solving difficult situations are brought out in the book, an effort has been made to help the reader understand that every factor contributing to a problem must be considered before any attempt is made to establish corrective procedures.

The second part of the book is a lengthy appendix which is intended to be an interpretation of the story, chapter by chapter, and a means of stating in concise terms the principles and methods of guidance and education which have been embodied in the story.

This part of the book should be of value particularly to students of education and to those individuals who are interested in obtaining a resumé of the present thinking and methodology in public-school guidance.

The *references* for both the story and the story interpretation are annotated after the latter. In both parts of the book they consist of studies and experiments, articles appearing in leading educational magazines, and recent books.

The references in the story usually bring out an experiment or a study to substantiate a statement that has been made. Numerous studies of teaching conditions and experiments in the field of teaching have been quoted, although occasionally points of

view have been documented if the documentation seemed unusually apropos.

The references in the story interpretation are, to a large extent, documentation of broad principles and methods in guidance and education.

The *bibliographies* have been annotated and placed at the close of each chapter because they are more accessible to the reader and do not seem to interfere with the reading of the story. The books have been selected as further reading in specific areas of study and seem to be more easily differentiated if arranged according to story chapters.

METHOD OF STUDYING THE BOOK

The story interpretation should not be read or studied by itself, nor should it be read or studied chapter by chapter. The principles and methods included in it are not arranged in sequential order as is true of many textbooks, but are rather discussed in the order in which they appear in the story. This arrangement is a departure from the "typical" style of writing textbooks and necessitates a departure from the "typical" method of studying.

It is suggested that the most effective way of studying this part of the book is to relate the principle discussed back to that part of the story in which it appeared. In other words, the principles and methods discussed in the story interpretation have value, as is true of all textbooks, only as the student can apply them in real life and in actual teaching situations. It would seem advisable for the reader to make constant referrals back and forth between the two parts of the book.

Every effort has been made to expedite these referrals by listing in the margins of the story the number of the principle which is discussed relative to the remark or statement made. In the story interpretation the reader will find the principles discussed according to the page numbers on which they appeared in the story as well as by numbers. This cross-referral method of

studying should help teachers and student-teachers to see the application of principles and methods in the actual functioning of a public school. One would not always be able to apply all of the principles discussed in this book in a particular public school, but should evaluate them on the basis of their practicability in a specific locale.

No continuity is intended in this book. It should be emphasized further that it seems practically impossible for any school to accomplish *all* the activities suggested herein. The book is filled with methods and plans to fit the needs of different school systems.

If the reader is able to see himself or herself in this story, is able to laugh a little with himself and grow a little after reading the story, the author will feel rewarded for the efforts which have made this part of the book a reality.

If the reader is able also to interpret, understand, and be prepared to put into practice some of the principles and methods suggested in the story interpretation and become closer to the hearts as well as the minds of boys and girls, the author will feel that she has made a contribution to education.

Many school people have been instrumental in the development of this volume and the author expresses her indebtedness to teachers and administrators with whom she has been privileged to work, especially those of Englewood and Denver, Colorado. Dr. Esther McD. Lloyd-Jones of Teachers College, Columbia University, who had confidence in the author's ability to write in the style of the present volume, was a source of great inspiration. Dr. Karl Bigelow, Dr. L. Thomas Hopkins, and Dr. Harriet Hayes, of the same institution, gave invaluable help and unlimited time in reading the manuscript and in offering constructive suggestions.

E.D.B.

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Foreword

Texts in the field of Education are often said to be dry; to be mere common sense dressed up in dull technical language. The present volume presents a striking contradiction to these easy but often justified criticisms. Here is a story worth reading; solid technical materials presented, for a change, in vivid, challenging language. The worth of the volume does not reside, however, merely in its form of presentation. The content deals with one of the most vital problems not merely within the technical field of education but in the general area of human relations. Guidance in its true sense is presented with an insight and understanding rarely found.

The presentation is in conversational, story form which remains interesting and preserves a sense of reality throughout. The account reads almost like a stenographic account of real persons dealing with actual problems—as doubtless they were originally. The stilted, pedantic style, the impression of puppets speaking pieces which characterizes so many “conversational” accounts does not appear.

The story—for that is what it is—begins with the appearance of a new director of guidance and proceeds naturally and realistically from the first contacts to develop the meaning of guidance as interaction between individuals, between individuals and the community, between individuals and the great society of which the community is a part. The interesting and provocative story is not interrupted by pedagogical procedures. The author presents an original device, namely a “story interpretation” in the

second half of the volume. Here the incidents, discussions, crises, and solutions presented in the first part are related to principles, to an underlying philosophy, and to the scientific data. The "interpretation" is directly related to the "story" through chapter headings and cross references by page number. This feature of the volume is one of the important creative contributions to text writing in current times. Each chapter in the story has a brief highly selective bibliography. The interpretation is followed by a more extensive and skilfully annotated bibliography.

The volume will be enjoyable reading for any and all types of school workers, for parents, and other lay groups interested in schools. Superintendents, principals, supervisors, and teachers will find the materials of definite and important professional value. The emphasis is upon philosophy and general principles. Organization and detailed techniques are mentioned and oriented in the general philosophy but not developed in detail. Ample reference materials are available. Emphasis is upon developing the techniques which fit the needs of the individual rather than upon a set of mechanisms which might be applied without discrimination.

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AN APPROACH TO GUIDANCE

Marginal numbers correspond to similarly numbered items in the "Story Interpretation," beginning on page 161, where principles on which the fictional account is based are given. Bracketed numbers throughout the entire book refer to a similarly numbered annotated bibliography to both the story and story interpretation, beginning on page 251.

CHAPTER I

Introduction

Molly McLane was a series of surprises to the people of Hampton. No one knew much about her past professional experiences in public schools when she came to this town of ten thousand excepting Dan Morrow, the superintendent, and the Board. And they didn't commit themselves. It was reported in small-town fashion that she was an "unusual" person and had very high recommendations from the East.

When asked why she had come to the heart of the Rocky Mountains, Molly laughed merrily and said that she had come for her health. And that was Hampton's first surprise. Molly was pink-cheeked and buxom, sparkling with vitality. She was a rotund person, not very tall, but large, and Hampton found it difficult to understand why she had gone into a profession which had kept her before the public as had school work. It was clear that Hampton did not understand Molly McLane—at first. However, they could not do other than admire the simplicity and attractiveness of her dress and her immaculate grooming. [83]

Lawrence Cushman, the tall, lean, high-school principal, met Molly for the first time in Mr. Morrow's office, and for a moment he stared. With a smile she extended her hand and "Cush," as he was fondly called by some of the pupils, had his second surprise—Molly's hand-clasp. Cush liked the way she shook hands. There was strength and warm, human understanding in the hand-clasp and the greeting, a genuine pleasure in the way Molly met him. With a chuckle, she said, "Sit down, Mr. Cushman, and get over the shock."

"Oh—yes..." he mumbled, confused.

"I'm always a surprise to people at first, but I hope you get over it."

"I can guarantee that you will, Cush," Mr. Morrow said, expansively. "Miss McLane comes to us from successful experiences in the East. The Board joins me in feeling very happy that we could meet your request for a director of guidance with a person of Miss McLane's recommendations."

Molly turned to Cush laughingly. "That is Mr. Morrow's pleasant way of saying that he hopes I earn my salary."

"She has insisted that you meet her before she signs a contract with us, Cush," Mr. Morrow went on.

"I have two reasons for this, Mr. Cushman. It might be a good idea for us to exchange points of view for one thing. My other reason is obvious."

"I'm sure that whatever you and the Board think..." Cush paused, uncertainly, looking at Mr. Morrow.

"I wanted to talk with you," Molly persisted. "As principal of the junior-senior high school you probably have some ideas about the work you want done."

"Yes, that's true, I do have," Cush said.

"And your knowledge of your teachers and your pupils would help you to know what reaction they would make to me as assistant principal and director of guidance."

"We have never had a director of guidance and I'm sure that there is a great deal you can do to help us. Hampton should be a fertile field for her, shouldn't it, Mr. Morrow?" He turned to Molly. "We have many reactionary citizens in Hampton."

"Miss McLane has a fine record behind her and I believe that she can do what you plan," Dan replied.

3 "I want some help for our teachers," Cush said, simply.

"Our teachers or our pupils?" Mr. Morrow looked surprised.

"Both, but mostly our teachers," Cush answered.

4 "We need some pupil guidance very badly," Dan Morrow insisted.

"I don't believe that our teachers are ready for a pupil guidance program," Cush said.

"They're probably as ready as they'll ever be. You'll have to work on them, Cush, just as you've always had to do. You know how they are."

"I wonder....What do you think about teachers attempting guidance work, Miss McLane?" Mr. Cushman asked.

"I believe that many teachers are interested if they understand it," Molly said, looking directly at him. There was laughter in her voice, but her brown eyes were serious. "Some few years of experience have increased my confidence in them and in their genuine concern for young people."

5

He nodded his head understandingly.

Mr. Morrow looked at Molly rather doubtfully. "It seems to me that they either like their work or they don't. If they do, they adjust to it and are happy. If they don't like teaching, they either move somewhere else, quit, or get married."

The three laughed together.

"That's the way I have it figured out," the superintendent said, not noticing the merry twinkle in Lawrence Cushman's eyes.

"You have an interesting point of view, Mr. Morrow," Molly said, noncommittally.

"But you don't agree with it?" he challenged.

She hesitated for a moment. "I couldn't say that I do," she said, slowly, "but it's a matter of opinion." Her eyes sparkled. "I have always thought that adjusting, happy teachers mean adjusting, happy pupils."

"Agreed. And when they're not adjusting and not happy the best thing for them to do is to get out of teaching, get into some other profession where their personality problems don't interfere with their work."

"I wonder how many teachers would be left," she said, seriously.

Mr. Cushman was smiling in a pleased way. He chuckled

inwardly to hear Miss McLane differ with their superintendent as he had done on many occasions when they were discussing the teachers in the high school.

"I wonder if happiness in one's work isn't a relative thing," Molly said, slowly. "Some teachers are happier than others, and, as a group, they are no more maladjusted than other professional groups [146] and, in fact, not as maladjusted as some."

"Yet the importance of their work with young people makes it imperative that they as teachers be guided and helped as human beings as much as possible," Cush added.

"I can't see any reason why teachers should be pampered," Mr. Morrow stated, with some feeling.

"Is it a question of being pampered, Dan?" Cush inquired. "Or is it a question of helping teachers solve their own problems so that they're objective enough to help children make better adjustments? Do you agree with that point of view, Miss McLane?"

"Yes, I do. It seems to me that one of the main purposes of a guidance program is to develop a feeling of group security in every child, and a teacher can unwittingly, or even wittingly, tear down a child's feeling of status in the group to such an extent that he can never again take his rightful place. I've seen it happen many times, and, not infrequently, by conscientious teachers."

"Yes, I have, too," Cush agreed.

"Then you're really not ready for this guidance program you've been fighting so hard for, Cush?" Dan challenged.

"Oh, yes, Dan, we're ready for it. Getting the teachers interested and ready to carry on the work is a part of the program itself. There is some ground work to be done here in Hampton before we're ready to place guidance work in the hands of our teachers, though."

Molly said, "There are probably many guidance activities which can be begun now, but I believe it would be unwise to expect the teachers to understand a complete guidance program or to believe in it immediately." [209]

"Well, I can see that the teachers will need to be taught something about guidance," Mr. Morrow admitted. "But you two seem to think that *they* will need it. No doubt they do have plenty of problems—I've already admitted that—but it seems to me we've already done as much for them as could be reasonably expected. Just what do they need? Ours make a fair salary and they have tenure. What more can be done for them?" [184]

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Molly chuckled. "I don't know that too much can be done 'for' them, but I'm pretty sure they can be stimulated to make a greater contribution to the profession and to the community than they have made. The teachers in Hampton are fortunate in having a fair salary and tenure. Not too many systems have progressed that far." [48]

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Mr. Morrow expanded. "That's true. Hampton is far ahead of most communities in many ways."

Cush leaned forward. "You know I share your pride in the provisions for teachers here. Yet I am sensitive to the fact that our teachers still have all kinds of personal and professional problems which keep them from being as efficient as they could be."

"Don't limit it to teachers," Dan laughed. "Include administrators, too."

"That's right, but teachers are with children all day and a worried teacher influences a child very quickly." [27]

"But what can we do about that?" Mr. Morrow demanded.

"Answering that question, I hope, will be Miss McLane's work here in Hampton," Cush said.

"Then she will really be a sort of a director of in-service education rather than a director of guidance," Mr. Morrow asserted, with some antagonism.

"Not altogether," Cush answered. "How do you see this situation, Miss McLane?"

"It seems to me that training teachers to contribute to our guidance program is a part of the program itself. And part of that training is learning how to solve one's problems so that they

don't interfere with the guidance of pupils. Of course, the teacher must really *want* to understand and work out her difficulties before she can be guided toward correcting them."

Mr. Morrow interrupted her. "And right there is the catch. There may be a few who want to become well-rounded individuals, but for the most part, I think that teachers have no desire to improve themselves, and had better not be encouraged to be too introspective."

"I guess it's one point of view," Molly said quietly. "I think that every human being, or at least almost every human being, wants to grow and improve."

"And when that chance to grow isn't possible, they make a change," Cush said. He went on, "Of course it isn't the only reason for their motility."

"What is your rate of teacher turnover?" Molly inquired.

Cush laughed. "We had a 30 per cent teacher turnover [192] last year, Miss McLane."

Mr. Morrow looked at them for a few moments and then shook his head doubtfully.

Molly said seriously, "There are many reasons why a teacher seemingly may not want to improve. Many times she has problems which seem to her insurmountable."

Mr. Cushman was eager to clarify Molly's point of view still further. "And some of our teachers have lost that greatest and most important asset for teaching—their self-confidence. [33] Some of our teachers have given up hope of building a life of beauty, fun, and happiness, and have settled into a rut.

"That's true," Dan said, "and they're content to stay in it."

"Perhaps they seem like that," Cush said. "Ordinarily it helps some to know *why* you feel blue or discouraged or quarrelsome, though." He turned to Molly. "In your past work, Miss McLane, what methods have you found successful in working with teachers?"

"Some of them have been helped by simple, straightforward counseling. Just having an opportunity to discuss a problem

with someone very frequently helps meet it," she said. [185]

"Especially if they know that it will not mean the loss of professional prestige," Cush said. "And that is where I hope you are successful, Miss McLane."

"Her references all say that she knows how to win and to retain a teacher's confidence," Mr. Morrow said, showing some pride in his selection of Molly.

"Thank you, Mr. Morrow," Molly said earnestly. "I feel that teachers are human, that they have the same problems and joys which everyone else has, but that they have been labeled as a group, and a certain stigma has been attached to the label at times. But the thing which has impressed me over a period of years is the intensity with which many, if not most, teachers desire growth if given a fair chance."

"Well, I'm one of these 'die-hards,' Miss McLane, as Cush will probably tell you, and 'seeing is believing'." He was thoughtful for a moment. "Frankly, I don't see how you could possibly counsel all of our teachers, even granting that such counseling would be worth-while."

"There will be only occasional ones who need or want an opportunity to talk out their problems. And there are many other ways of directing their thinking. Classes, lectures, study groups, and books have been found helpful. Do you have a teachers' library with the latest fiction and non-fiction books?"

"No," Mr. Morrow answered, "that's a new one on me. Why should we buy books for teachers? What's the public library for?"

"I have known of a number of schools which developed a library for teachers and found it of sufficient help to continue it. One superintendent kept some of his own books in his office. He felt that many teachers were benefited even in meeting some difficulties caused by inadequate education during their student-teaching years."

Cush smiled. "I think you've picked up some pretty good ideas."

Molly said, "Some interesting work is going on all over the country to help teachers develop better personalities. [159] In some schools recordings are being made to help them acquire pleasing voices in the classroom. Some universities are doing this, and so is the telephone company, and some school systems are buying recording equipment for this purpose and for use throughout the school."

"I don't mean to be dogmatic," Mr. Morrow said earnestly, "but I just don't believe that they *want* to change. I have my doubts about them. It may be that I am judging all of them by a few who sort of stand out, though. I don't know—we've had some difficult individuals among our faculty and we still have." He smiled. "I've had to fight for the boys and girls so much I've become accustomed to it. I have a great deal of confidence in this younger generation."

Molly leaned forward. "And I have as much confidence in teachers as you have in children." They laughed together, and Molly turned to Cush. "Shall we try to help both?"

"Suits me all right," he agreed, "but it will be a big job for you."

Molly laughed. "I'm a large person, and I like a big job."

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AVERILL, Lawrence Augustus, *Mental Hygiene for the Classroom Teacher* (New York: G. P. Putnam's Sons, 1939).

The chapters in this book include: The Teacher and Conflict; The Teacher and Adjustment; The Teacher as Practical Mental Hygienist; The Teacher, Her Colleagues, and Her Superiors; The Teacher and the Community; The Teacher and a Changing World; The Teacher and Mental Health Objective.

This book is for in-service teachers and gives practical, sound advice about teachers' problems, stressing the importance of human relationships and the qualities or characteristics which make relationships acceptable and effective.

CABOT, Richard C., *The Meaning of Right and Wrong* (New York: The Macmillan Company, 1933).

This book contains chapters about the agreements we make with others and ourselves, how to recognize our needs, the need for growth, how we

develop our ethics, familiar tricks of self-deceit, how to analyze ourselves when we practice self-deceit, and methods we may take for real growth.

See Annotated References for Story and Story Interpretation.

NATIONAL EDUCATION ASSOCIATION, *The Structure and Administration of Education in American Democracy* (Washington, D. C., Educational Policies Commission, 1938).

This book contains chapters on: Structure and Scope of Public Education; The Administration of Public Education; Local School Administration; State School Administration; State and Federal Relations to Education.

It contains a statement of the basic principles for the administration of democratic American education as follows:

1. The ideal of equality of opportunity through education largely determines the structure of the school system in the United States and provides a fundamental criterion of efficiency in school administration.
2. Educational policy, in the long run, is determined by the people, through the exercise of the franchise.
3. The lay board selects a chief executive officer and holds him responsible for presenting policies and programs to the Board for discussion and approval, and for carrying out these policies and programs after the Board has approved.
4. Educational policies should be formulated initially by the professional staff of the school system, through "a coöperative process capitalizing the intellectual resources of the whole staff."
5. When a policy has been so formulated and approved, every member of the school system for whom it has implications becomes responsible for carrying it into effect.
6. The superintendent will require that broad policies be carried out throughout the school system, but he will place large responsibility in the hands of principals as to details of policy and means to be employed.
7. The right and duty of teachers to take part in formulating educational policy is closely related to one of the basic purposes of American education.
8. Back of the professional staff, back of the board of education stand the people as to the ultimate judges of educational policy.
9. The persons who control the school budget thereby determine school policy.

An attempt will be made throughout this volume to support these statements of basic principles.

ROETHLISBERGER, F. J., *Management and Morale* (Cambridge, Mass.: Harvard University Press, 1942).

The chapters in this book describe: Western Electric Researches; Understanding: A Prerequisite of Leadership; The Social Structure of Industry; and other phases of adequate personnel management in industry.

The principles set forth in this book would also apply to educational leadership. It brings out the point of view that correcting and changing the environment will not necessarily improve efficiency, that success in work depends on the "conditioning" experiences of the individual that he brings into his work from the past and the social satisfactions he gets out of his work. The value of "talking out" one's problems is one essential of successful work. This book is, in the opinion of the author, an outstanding contribution and of real value to administrators and teachers despite the fact that it describes personnel work in industry.

CHAPTER II

The Teacher Believes in the Administrator

A few days later Molly was arranging some books on the shelves of her new office when Cush dropped in.

"This place begins to look very attractive," he said. "Is everything all right?"

"It's grand! I like it because it's big enough for me to move around in without knocking things over. And that's something," Molly added dryly.

"I hear that you've been meeting the teachers and I thought that you wanted to sort of ease into your position here."

"That's right, I do," Molly said. "But they couldn't miss seeing me, so they found out who I am. Do we have to have a formal introduction at an assembly?"

"Not necessarily, if you prefer not."

"Well," she hesitated for a moment, "I was two weeks late in arriving here and the other new teachers have been introduced—but whatever you want to do is all right."

Cush looked at Molly with a new understanding. She did have real feelings about her appearance!

"You can meet all the teachers at our next staff meeting and we can let it go at that for the present," he said. "If there is anything you need, just send in an order."

The next high-school teachers' meeting was an evening affair. There was a business meeting first and ice-cream and coffee were served later in the cafeteria. Molly chose her attire for the evening with some care, wearing a dark blue one-piece dress with straight lines and simple design. She tried to anticipate

what the teachers would be like and what they would think of her. She thought, too, about ways in which she might establish pleasant relationships with them.

Mr. Morrow opened the meeting with a few remarks and as he spoke Molly looked around the roomful of some fifty junior-senior high-school teachers. She was pleased to notice that there were a number of young teachers in the group. There were also some older teachers and perhaps twenty men. She noticed the cool, polite attention of the group as Mr. Morrow spoke and caught several meaningful glances which passed between teachers as the evening continued and he dominated the meeting, showing little respect for their opinions or beliefs about the plans for the coming year.

At an appropriate time Mr. Morrow introduced Molly and asked her to talk for a few minutes. She had expected this and had decided to be brief and to explain that their new guidance plans would not necessarily involve any great changes. She began her remarks with a humorous story which led directly into the point of view that the teachers of Hampton were already doing guidance work, and that, in fact, every teacher was guiding youth in some way. [216] She expressed a desire to be of help and to develop with them only those guidance plans which they thought would be of value in the Hampton High School. She stressed particularly the idea that the emotional climate of the school should be such that teachers could make their best contributions and that children could learn and grow well.

"Children, as well as their parents, are looking to us teachers for guidance and leadership. We are dependent on each other and upon our administrators, and the success of all of our work depends on how well we work together and with the community."

Later in the evening several teachers went to the teachers' room together to get their coats and to discuss the evening.

Miss Norman, a rather plain, drab, tall woman remarked, "We were interested in your talk this evening, Miss McLane, but you'll have your hands full if you attempt half of what you

discussed tonight. One doesn't have to go too far in the Hampton schools to find trouble."

Several teachers asked Molly to sit down and chat for a while. It was still rather early and she did want to become acquainted with her associates as quickly as possible. Two or three teachers offered cigarettes to Molly but she declined. Others joined them and insisted that she smoke with them.

Molly realized that there was some reason for their insistence. She had no scruples against smoking, but her father, who was a physician, had warned her against developing the habit for health reasons. She did not feel close enough to them to talk about her physical problems, but she did try to let them know that she wanted their good-will and friendship.

Later in the evening Molly walked home with the freshman counselor, toward whom she had developed a strong liking. Margaret Webster was about Molly's age, keenly alert to the flow of life around her and had a certain depth of character that Molly quickly recognized and admired. The acquaintance of these two women began with some promise of real companionship for both of them.

"The teachers seem to enjoy lounging in the teacher's room, don't they?" Molly asked.

"Yes," Margaret Webster answered. "That room has had an interesting history. Some day I'll tell you how hard we fought to get it and to make it the kind of room we can enjoy."

There was silence for a moment and she went on, "We've been allowed to smoke in there only since parents have been coming into the school for evening meetings. We teachers had not been permitted to smoke anywhere in the building. When the teachers saw parents enjoying their cigarettes in the school, they joined forces and established their right to smoke in their own room. It was quite a change."

Molly smiled. "I wish I had known that before tonight. Your explanation tells me why they were so insistent that I smoke with them."

The teachers' difficulty about their rest-room helped Molly understand the problems which existed between the administration and the teachers.

She reviewed the events of the meeting to herself before she dropped off to sleep that night. She felt that she had made some friends among the teachers but she realized, too, that many women and men had not even spoken to her during the evening. It was evident that there was a reaction against some authoritarian methods in the system and that in some instances the teachers had protested. It seemed to her, however, that there was lacking a strong, emphatic relationship among the teachers. She missed a certain warmth in their attitudes toward each other and toward the school itself, without which they would be somewhat ineffective in developing the kind of administrative co-operation through which they could function as teachers most effectively. [9]

* * *

Early one Saturday morning Mr. Cushman's telephone began ringing insistently.irate parents were complaining about a field trip which had been taken the previous day by an eleventh-grade group, the Botany Club, without the supervision of an accompanying teacher. They stated that their children had been in the mountains all afternoon, that they had hiked and climbed around the hills unchaperoned, that one girl had sprained her ankle, and that two boys had become lost from the group and had finally arrived home late that night.

Cush called Molly who said she did not understand how such a thing could have happened.

"I don't understand it, either," Mr. Cushman told her. "I'm sure that Mr. Stewart, our science teacher, was supposed to have gone with them, but I haven't been able to reach him by phone."

22

"Is there anything I can do?" Molly asked.

"The club president is to meet me at the school at ten o'clock and I'll try to find out what really happened. Perhaps you would

like to come," Cush said, adding, "It seems that the kids had a good time, and from what I hear they really had an outing instead of a science lesson."

At ten o'clock George Browning, a tall, lanky boy, whose hands seemed to drop out of his sweater, was waiting when Molly and Cush entered the office. He unwound himself and rose to meet them, a perplexed frown on his forehead. Cush explained, "George is the president of the Botany Club, Miss McLane."

"I tried my best to keep them together, Mr. Cushman," George explained, earnestly, his voice playing nip and tuck with high C and low G. "But they just refused to cooperate."

"Suppose you tell us the whole story from the very beginning," Cush said.

"Well, you see, our club was supposed to go to Morrison to study species of evergreen trees with Mr. Stewart. There were two bus loads and no one noticed that Mr. Stewart wasn't in either bus until we had arrived at Morrison and had piled out and the buses had gone on. Then we started looking for him and he just wasn't there." George looked so miserable that Cush and Molly had a difficult time to keep from laughing.

Cush was sympathetic. "Don't worry about it, George. It wasn't your fault."

"But I'm the club president, Mr. Cushman, and I should have seen to it that everyone behaved himself. We never did..." His voice reached a high crescendo and with some effort he began again on a lower pitch, "We never did find two of the fellows, but I understand that they finally got home last night. We called and called for them and searched everywhere. And we waited as long as the bus drivers would wait. I've failed miserably to do my job well, Mr. Cushman. I hope I don't lose the club's friendship."

"They'll be friends just the same, George," Cush said. "Their parents are the ones who are protesting."

Molly spoke up. "I'm sure that no one will blame you for what

happened, George. You have done more than your part. Why didn't Mr. Stewart go with the group?"

George pushed his shell-rimmed glasses a little higher on his thin nose and said, "That's what we couldn't understand—why he wasn't there."

Mr. Cushman and Molly urged George to end his concern, to go home and have a pleasant week-end and said that they would find out what had happened to Mr. Stewart. They found him in his laboratory, happily unaware of his truancy of the previous afternoon. He became concerned and distraught about his failure to accompany the group on their field trip.

"I feel very uncomfortable about this, Mr. Cushman," he explained, "but there was such confusion and there were so many changes about this trip that I didn't understand it was to have been yesterday."

"You received a note about it, didn't you, the first part of last week?" Cush asked.

23 "Yes, I did. That was the third time the date had been changed and I just put it tentatively in my mind, intending to check with some of the pupils. Then later in the week I met some of the boys and girls in the Botany Club in the hall and they said it was postponed again."

"But you didn't check with the office?"

"No, I didn't. Really, Mr. Cushman, we receive so many notes from different sources that it's difficult to keep up with all the changes. I have to come to school every Saturday morning to catch up on reports and records, and to straighten my work before I can begin teaching school the following Monday."

"Where is the note you received?" Cush asked.

"It's somewhere there on my desk. I'm afraid that I've mislaid it. But that was not the reason why I didn't go yesterday. It was a misunderstanding about the date."

There was no question that Mr. Stewart regretted the incident and was unhappy and concerned about it, offering to get in touch with the parents and to accept the blame.

After leaving the science laboratory Molly and Cush continued to discuss the incident.

"I don't feel that this situation was Mr. Stewart's fault altogether, do you?" Cush asked Molly.

"What do you mean?"

"Well, I guess I should have gone to his room to make sure everything was arranged," Cush said.

"It seems to me that you can't act as a teacher's nursemaid, but on the other hand I don't feel that it was his fault, either."

"Whose fault was it?" Cush wanted to know.

"Was it a question of 'fault'? I should say it was a misunderstanding."

"But we can't afford to have misunderstandings like that. It's difficult enough to please Hampton without having anything of this kind happen. And our pupils know how their parents feel about the school, too."

24

"I'm sure that they do," Molly agreed.

"You've been here several weeks now, what do you think about our school?"

Taken unaware, Molly hesitated. She realized that grave doubt had caused Cush to ask the question. "I don't feel that I've been here long enough to come to any conclusions. I do appreciate your attitude toward the teachers very much."

"But in some ways I'm all wrong in my methods. Eleventh-grade kids should have been able to go on a trip like that without having a 'chaperone.' They could have collected specimen of evergreen trees instead of going wild. Our pupils are irresponsible and have bad attitudes toward the school, our teachers are defensive and antagonistic toward the community, and the community is against all of us."

"Aren't you making it a little worse than it is?" Molly asked.

"No, I don't think so. I think I'm being honest and realistic about it. Mr. Morrow says I should be more lenient with the pupils and that I should crack down on the teachers and make them do what they're supposed to do."

"That's not easy sometimes," Molly said sympathetically.

"It isn't easy and it isn't even possible—for me. If that's the kind of person I have to be to succeed in education, I'd better change professions."

25

"That would be a loss to the field of education," she said simply.

Later that morning Molly and Cush discussed Friday's incident with Mr. Morrow.

"Did Mr. Stewart understand that he was to go? Did he have a record of that field trip?" Mr. Morrow inquired.

"Yes, I sent him a note the first part of the week. There had been several changes about the date of the trip, but he said that he had been so busy he had mislaid the note among some reports that were due on Friday. He said that some pupils had told him the date was postponed again."

"This is unfortunate, but it would have been very bad if any of the children had been seriously injured," Mr. Morrow said, severely. "Some explanation will have to be given the parents. I don't know why teachers can never get things straight."

26

"I wonder, Mr. Cushman, if the ideas you suggested a week or so ago about yearly teachers' manuals and a weekly schedule would help correct problems such as this one?" Molly asked. "It seems that the teachers do receive many notes from different sources, many announcements about programs and scheduled changes, and it must be confusing. Your idea of a manual of instructions in which you clarify their obligations and the responsibilities of the office sounds wonderful." [110]

Cush was pleased. "I believe it would save me some headaches and the teachers, too, if I got out a yearly manual or handbook of teacher directions to be placed in the hands of all teachers giving them instructions about dates, rules, and regulations and making their responsibilities clear. [47] Then I had thought it would be a good idea, too, to have a weekly schedule giving announcements of assemblies, field trips, and other routine plans. These reports would be placed on the bulletin board of each home-room and every class could do its own reading."

"That sounds like an excellent plan," Mr. Morrow agreed. "Then they'd have no excuse for their mistakes."

Molly said, "I believe the teachers would like it. Most of them resent having their class lessons interrupted."

"We would still have a daily announcement," Mr. Cushman continued, "but that could be placed on the bulletin board of each room, too."

"But teachers will have to realize their own responsibilities about reading the manual and the weekly schedule," Mr. Morrow said, firmly.

"That's no more than fair," Cush agreed.

"While we're talking about teachers," Molly said, "I'd like to discuss some ideas I've been developing to decrease the amount of time they spend preparing reports and doing clerical work. I have been wondering," she went on, "if some of our commercial students couldn't take over some record-keeping for our teachers. It seems to me that there is much office work in each room which could be assumed by these students as part of their training for future office employment. I've talked it over with the commercial teacher and she says that education for this work could be included in one of her classes."

27

"Do you think the students would learn from such experiences?" Mr. Morrow asked Cush.

"Yes, I think so," Cush said, enthusiastically. "I would suggest that we talk it over with our teachers, get their reactions, and go ahead with it if they're interested and willing to do their part."

"They would be relieved of some of the clerical work they've been doing and would then have time to do more important work. If we could begin teaching pupils this work right away, it would be possible to provide so much relief for teachers next semester that some of them could do a little home-room guidance," Molly said.

28

She then discussed a plan in which each teacher would have a home-room group the first hour and would be increasingly re-

sponsible for the guidance of the pupils in the group. She explained a simple, but thorough, system of record-keeping to be filed in the home-rooms, a carbon copy going to the office, these files to be developed and maintained about each pupil and by each pupil.

"Home-room teachers would then be free to do more counseling with pupils and to have more interviews with parents," she went on. "And it would be a step toward the development of a real home-room guidance plan in which the teachers would direct the educational work of the students and begin a certain amount of remedial work."

"I appreciate your getting into pupil guidance as quickly as possible, Miss McLane," Mr. Morrow approved.

"It sounds mighty good to me," Cush smiled.

"I believe that the teachers will be encouraged by the administrative plans to relieve them of unnecessary routine work before giving them some responsibilities for pupil guidance, too," Molly said.

"But we're going to expect much more important things from them," Mr. Morrow continued to be firm.

29 The teachers were delighted when they heard of the plan for a yearly handbook, or manual, in which rules, instructions, and tentative dates would be listed. They realized that the weekly schedule, which would confirm dates and would be placed on a bulletin board in each room, would constitute their official notice, and that they would be held responsible for knowing everything appearing in it.

They were also enthusiastic about the idea of teaching some advanced commercial students the clerical procedures of the school and of being relieved of some of this detail work. Mr. Cushman admitted to Molly that he had never in all his years as principal of the school seen them so animated about anything before.

"I think it's wonderful that you thought of this, Mr. Cushman. You have certainly won their appreciation."

"The idea of teaching our advanced commercial students our procedure was your idea, Miss McLane," he reminded her.

* * *

Several weeks later a series of incidents happened which caused some concern among the Hampton High School teachers.

One afternoon there was a great disturbance in the girl's rest-room. A girl who had recently come to Hampton from a neighboring city had an epileptic attack. Molly and Margaret Webster were visiting the homes of some truant cases, and the teachers who were in the girls' rest-room, where the seizure took place, did not know what to do with her. Instead of allowing the pupil complete freedom during the attack, they tried to control her spastic behavior and another girl was thrown against the wall and hurt. Molly and Margaret did not arrive at the school until after the seizure was over and the girl had been placed on a couch. The incident caused much excitement among the teachers. It was followed by another happening which caused even more concern among them.

That same week, Mrs. Vargas, an energetic little Spanish teacher, became ill very suddenly and Dr. Evans, the school physician, was called. He spent some time with Mrs. Vargas, and, after making her comfortable, he stopped just outside the door of the rest-room. It was plain that he was greatly annoyed when he spoke to Mr. Cushman. Several teachers stopped to inquire about Mrs. Vargas and they, too, heard his remarks.

"There was no need for this to happen. It is perfectly ridiculous for teachers to be so careless and to have so little thought about their health. It could have been prevented with little trouble and some caution. As it is she will be out of school at least a month, if not longer."

"What's wrong with her?" one of the teachers asked.

"Phlebitis," the doctor replied.

"I thought that only young mothers got that," the teacher pursued.

"That would hardly explain why men have it," the doctor said, with a wry smile.

The lunch-table conversation buzzed with excitement that day. What was phlebitis? How did people get it? These and many other questions absorbed the teachers' interest that day at noon.

"I wonder how Mrs. Vargas got phlebitis," one of the teachers said.

"She probably has been on her feet too much," Miss Norman said, tartly.

"All teachers are on their feet a great deal," someone else volunteered. "That is part of our work."

"How long has she been teaching?" Sally Miller, a vivacious, new teacher, asked.

Miss Webster answered, "She's been with us about eight years. I believe that phlebitis frequently follows an operation, childbirth, or anything which has interfered with blood circulation. Mrs. Vargas had an appendectomy about a year ago, and since then she has probably been on her feet more than she should have been."

"I knew a man once," Miss Miller said, conversationally, "who got phlebitis after going hunting. He was shot accidentally on the trip and the doctor had to make a number of incisions to get the gun-shot out from under the skin. I wonder if his phlebitis was caused by the gun-shot wound, exhaustion, or being on his feet too much. He is an employee in an office and he certainly isn't on his feet as much as we teachers are."

"I believe there are a number of things which contribute to it," another teacher volunteered. "I think some people's blood is inclined to clot too quickly and others won't clot at all, as in hemophilia."

"You know, I'd like to be more informed about such things," Miss Miller said. "I think I should have been a nurse, or a doctor, instead of a teacher."

"I'd like to know more about the illnesses of teachers," Miss Norman said. "It seems to me we're a pretty unhealthy lot."

"Oh, no," Miss Miller argued, "teachers aren't any more unhealthy than anyone else."

"I don't think so either, do you, Molly?" Margaret Webster asked.

"Studies show that teachers are as healthy as people in many other professions and are even in better physical condition than people in some vocations," Molly answered. [187] She paused for a moment. "I have known a number of groups of teachers who have organized classes under a good physician so that they could study some simple health problems and what to do about them."

Sally Miller responded quickly with, "I think that's a swell idea. I wish we could have one."

Miss Webster added, "I would be in favor of it, particularly if we could find out more about health problems peculiar to teachers." 30

There was an animated conversation about the possibilities of a class in health and Molly described the organization and functioning of classes of this kind with which she was familiar.

"I wonder if it would be a good idea," she asked, "to discuss this with Mr. Morrow?"

Molly's remark was cold water to the discussion. For a second there was complete silence and then Miss Norman said, "This class would be our own business and not any of Mr. Morrow's affair."

"I don't see any reason to discuss it with him," another older teacher remarked, looking at Molly with a peculiar expression.

There was a long silence and Molly felt a wall coming between herself and the teachers. Finally she said, "My only reason for suggesting it was because I think it is to our credit that we want the class. I have also known superintendents who discussed classes of this kind with the Board and the Board agreed that the school should stand the expense."

For a moment they appraised her, and then, apparently satisfied, they suggested that she take it up with him. Molly de-

murred, saying, "I think it would be better for a committee of teachers to talk with him. I'll be glad to be one of the committee."

Three teachers, including Molly, went to see Mr. Morrow.

As they talked, he leaned back in his chair and watched them closely. He realized that it would be wise for him to accede to their plan and said, "I believe that Dr. Evans could teach this class. He has been the school physician for a number of years and has much information about the teachers' health problems of our system." He paused for a moment, then said, "Suppose I take it up with the Board. You just let me handle it. Perhaps I can get them to finance the class for you."

The conflicts between Mr. Morrow and his teachers were becoming more apparent to Molly, and she realized that he would capitalize on their idea by making himself the benefactor toward whom they should be obligated.

She had a long talk with Mr. Cushman about it. "I'm sorry," she said, "but I should have realized that they preferred to make their own plans about the class and would even prefer to pay for it themselves."

"It's the first time our teachers have ever decided that *they* wanted a class." He looked at her and smiled wryly. "Do you think you understand our problems a little better?"

"I think so and I regret that I made such a blunder."

"If you're like the rest of us, you'll make a great many more," he said, kindly.

"I probably shall, but not the same ones twice. And everything can't go too smoothly. The teacher's path is much easier if the emotional climate developed through the administration and carried right straight down is conducive to healthy growth, but..." she paused.

"But-what?" Cush challenged.

"It's still possible to work out other situations," she answered.

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CHAPTER III

The Teacher Believes in Herself

One morning several weeks later Mr. Cushman, Miss Webster, Mr. Fletcher, a sophomore counselor, and several others who were concerned about attendance records met in Molly's office to discuss their new plans for keeping records. [143] The meeting was stimulating to both Cush and Molly and they discussed future plans for a few moments after the others had gone.

31

Cush gathered his sample copies of blanks and was just leaving when a touseled head appeared in the doorway and a thin voice piped out, "Miss Norman said I'd find you here, Mr. Cushman. I'm out on my ear again."

A diminutive figure with yellow curls and wide innocent blue eyes entered the room. A soft pink sweater added to the bit of femininity.

"Jeanie, I don't know what I'm going to do with you."

"Hello, Jeanie," Molly said, warmly.

"Hello, Miss McLane," Jeanie said, trying to smile.

"Now, what did you do this time?" Cush sighed.

"Honest, I didn't do a thing in her class. She's just in a bad mood again today. All I did was to ask Eddie what time he'd be over tonight while she was talking. And it made her sore. So she ripped me apart in no less than ten flat, right before the class, too. Made me feel as low as a heel," Jeanie said, petulantly.

"Um hum, and then what did you say?"

"I—well—I really didn't say anything to *her*. I sort of mumbled something to myself and she heard me. But she wasn't supposed to hear me."

"And what did you say?"

"I really didn't mean it, Mr. Cushman. It was something about a—a battle-axe."

Molly became engrossed at her desk suddenly and Cush coughed and stroked his chin.

"So Miss Norman then sent you to find me?"

"Yes," Jeanie said. "Honestly, I didn't mean anything by it, Mr. Cushman."

"Would you like to talk with Jeanie about it, Miss McLane?" Cush asked.

"Why, yes, I'd be glad to. Suppose you help me put these books back on the shelves, Jeanie, and we can talk as we work," she said, as Cush left rather hastily.

32 "What seems to be the trouble between you and Miss Norman, from your point of view?" Molly asked, in a matter-of-fact way.

33 "We just don't hit it off. Of course I never could get math, and I guess I'm sort of dumb in there. I had her for math last year, too." Jeanie talked at length about her difficulties with math, urged on by Molly's warm understanding. They became very confidential.

"Very few of the kids like her. But, of course, she doesn't know that," Jeanie said.

"Why don't they like her?"

"She's too crabby. And she needs to get herself dolled up a little. Honestly, Miss McLane, she has three dresses each winter and she wears one a week, changing them each week. And they all look alike. And gee—I'd like to do something with her hair. And her disposition . . ." she sighed, "golly, what a mess."

"And what do you intend to do about your trouble?" Molly asked.

"Gee, I don't know. I suppose I should go in and apologize. It's about time for this period to be over. But I'd rather go into a lion's den. Will you talk with her, Miss McLane? I'll bet a dollar to a doughnut that you could make her see reason."

"Don't you think that you should settle your own problems?"

"Well," Jeanie said, slowly, "I guess so."

"Do you really think that you were justified in calling her that name?"

Jeanie burst out, "No, and I'm sorry. I guess I lost my temper."

"What do you think you might do to work out your problem with her, Jeanie?"

"Gosh, I don't know. I guess I was rude to whisper to Eddie while she was talking and perhaps I should apologize," Jeanie said, distastefully.

"Would it do any good to apologize if you feel like that about it?" Molly asked, noting the expression on her face.

Jeanie laughed and said, honestly, "No, I guess not." Her face brightened and she continued, "But I'll try to do better in there."

"I'm sure that if you apologize in the right way and do your part that something can be worked out," Molly said, kindly but firmly.

Molly was surprised when Miss Norman came into her office that afternoon.

"I hope you laid the law down to Jeanie," she said, crisply.

"We had a little discussion about it," Molly said. "Did she come back in to see you?"

"Yes, and she apologized, very nicely, in fact. But that means nothing to Jeanie."

"She was most agreeable about helping me rearrange some books after a meeting we had in here this morning."

"Yes, she would be. That meant getting out of work."

"I'm very proud of my books. Would you like to come in sometime and take a look at them?"

"Oh, I'd like to. I haven't had much time for reading. I've had my sister's two children living with me."

"That must have kept you rather busy. How long have you had them?" Molly asked in an interested way.

"I've had them for twelve years, since my sister and her husband were killed in a wreck. Mary is seventeen now, and Jimmie is nineteen."

"It was a wonderful thing for you to do," Molly said.

36 "Nonsense! It was the only thing to do."

"There are many hardships attached to something of that kind, and I think it was very generous of you. Won't you sit down and visit for a while?"

"There are hardships, or rather there were," Miss Norman said, sinking into a chair. "Mary is away at college on a scholarship now, her first year," she went on, with a smile, "and Jimmie is working for a year before he goes to engineering school."

37 "Tell me about them, won't you?" Molly said, warmly.

For an hour Vera Norman poured out the story of the love and affection she had lavished on her sister's two children, also the story of her own unhappy childhood, her mother's death in her
38 fourteenth year, and her life in her grandmother's home. Molly noticed her hair, combed straight back from a plain, square face, her long, angular body, accentuated by the severity of her dress, and her stooped, weary posture, her feeling of inadequacy being protested in a crisp, brittle voice.

39 "And what are your plans from here on?" Molly asked, gently.

"I don't know. It has been such a long time since I haven't had the care of both of them. I had thought of taking the year off, but I don't believe I'd like that."

40 "Are you going to do some things for yourself?"

"Such as . . . ?"

"Oh, go to some shows, and be good to yourself. Treat yourself to a little fun." [2]

Vera sighed. "I was so busy before school started getting Mary off to college that I hadn't thought much about it."

"After all of this hardship . . ."

Vera interrupted. "That's the trouble. I have thought of their care as hardship and deprivation all along. I economized when I didn't need to because of the way I felt about it. I've stinted on clothes and food because I *felt* poor, not because I needed to economize. And now that they're almost grown and about to build lives of their own in which I won't be so important, I

realize what those two children have meant to me. I wish I could do it all over again and be more generous with them and with myself than I have been. I worship them and I believe that they love me, too."

"Of course they do," Molly said, with feeling. "And they have a right to love you."

"And I know that it's wrong for me to hold them to me," Vera continued, intensely. "I must become interested in something else, anything which will absorb me so that I can begin to release them a little."

"How about your work here at school?"

"That's out of the question. I'm afraid it's—just a job."

"It's probably wise to recognize the reality of the situation which exists now, so wouldn't it seem wise to recognize the reality of a situation which could exist?" Molly asked with a challenge in her voice. "If the children could see *this* side of you, they would change their minds. You probably feel uncomfortable around them, too."

"Yes, I feel that they're criticizing me and that they don't like me. Of course I've always had the feeling that people don't like me."

"Could that be because you don't like yourself or rather that you don't admire yourself?" Molly asked, with some concern.

"I don't know. That's a new way of looking at it. Clara Anderson and I talked about going into something other than teaching this fall, but I think both of us really like school work. And we thought that we should stay on for another year."

"If the pupils could only have a chance to see you as you are now—" Molly went on.

"That wouldn't make any difference. There are too many things they dislike. Of course, I have some friends among the children, too."

"I'm sure you do have. Tell me one simple, specific thing that you feel that they criticize."

"Well, clothes, for example," Vera said. "I tell myself that I

don't have the money to dress like some of our teachers and I don't intend to take it from Mary and Jimmie."

"Of course you don't. But how do you feel about your personal appearance?" Molly asked, trying to be impersonal.

"Well," Vera said, with some feelings of antagonism toward those who had criticized her, "I think that every woman would like to be attractive. That's out of the question for those of us who are tall and skinny."

42 "It seems that all of us have something about our personal appearance which we should like to change, but about which we can do nothing. I've tried so hard to lose weight, but every effort has brought some other complication. As you say, every woman would like to be attractive, but it seems that we have to accept ourselves in some ways just as we are." [21]

"Exactly!" Vera said, with emphasis. "So why should I be concerned about what a group of children say?"

"But one can still be attractive regardless of a handicap. And I wonder if we can always be sure that we can't do something about our problems," Molly said, in an inquiring tone.

"Well," Vera said, crisply, "I'm sure that I can't afford to buy the kind of clothes that I'd like. It's definitely out of the question."

43 "I have some excellent books on how to dress inexpensively, yet attractively," Molly said, as though she thought of it for the first time, walking over to the bookcase. "I've thought about this same difficulty for a long time and have bought some of the best books I could find on personal appearance. This book," she continued, taking one from the shelf, "is a dandy on the very problem you're talking about. Of course, it may not tell you anything you don't know, but you can glance through it in the next few days if you'd like. You might get an idea here or there. It has suggestions for tall people, short people, thin people, heavy people, blondes, brunettes, and redheads. And there is an excellent chapter on how dressing attractively helps one feel more prosperous."

"I don't know when I'll have a chance to read it."

"Oh, just look through it and see what you think of it. I'd like

to know your opinion. I believe everyone would have a better idea of how she should dress after reading that book. I have others that are good, too."

The next few days were somewhat uneventful. Although Molly assumed many duties of the director of guidance, she surprised the teachers by offering no revolutionary changes and by not advocating a definite program, or plan, of guidance. [210] She said that she was "feeling her way into the job." Molly made some friends among the teachers and there were others who seemed cordial, but she knew that they intended to keep her at a distance. However, she did not press her friendship. She did wonder what the teachers were saying to each other.

* * *

One morning in the middle of the first period Cush appeared suddenly in her office.

"Miss Anderson, one of our English teachers, has walked out of her class and gone home. Could you go up and take over until the end of this period? I'll make other arrangements after that," Cush said.

"Why, yes, I'll be glad to," Molly said, with no hesitation.

"You might find out what's wrong up there while you're with the group," Cush added. He told her about the class, which was having more difficulty in Miss Anderson's room than anywhere else, and, although the group as a whole had had difficulty for some time, their behavior in Miss Anderson's class had been very nonconforming.

As Molly entered the room bedlam met her eyes. The class was in complete disorder. For a moment she stood and surveyed the scene. Most of the pupils went back to their seats, some of them stood by the opened windows, and one tall, overgrown boy made a remark which caused a general ripple of subdued laughter. Molly knew that she was the subject.

She walked to the center of the room in front of the desks without saying a word, waiting for complete order in the room.

44

Finally she said in a deep, firm voice, "I think that most people like others to laugh with them, but not *at* them."

The room was very quiet for a long minute. In the same calm voice she told them that she wanted to get their point of view about the trouble in the class. No one responded. She called on John Wayne, the class president, and asked him why the group reacted as they did.

"Oh, I guess we've been wild in here ever since school began. We had Miss Anderson last year, and, well, we had some troubles then. Then when we had her again..." He paused.

"What has happened this year?" Little by little Molly pieced the story together.

They had begun shooting spit-wads out of the windows the first week of school and evidently someone had said something to Miss Anderson about their being on the grounds, so after that she had closed the windows when this particular class had come in. This had made the pupils angry and then they had started shooting them around the room. Miss Anderson had become angry and had scolded severely. The situation had become worse and finally, when they began shooting them at her and she had been hit, she had left the room and had gone home.

45

Molly explained that the only way to understand a situation of this kind was to talk with them about the trouble as well as with the teacher. When the pupils realized that she was trying to be impartial and was really interested in their reactions, their storm of protest was unleashed. They complained of Miss Anderson's talking to the pupils with little respect for them, [61] partiality toward certain individuals, [36] nervous habits in moving around the room, her high-pitched voice, and other characteristics.

"But it wasn't all her fault, Miss McLane," John said. "We found that we could get the best of her and we took it too far."

Molly discussed the situation later with Mr. Cushman who told her that Miss Anderson had been, at one time, one of their best teachers and that problems in her home had recently become so

great that they had affected her teaching. Molly waited a day for Miss Anderson to regain self-control, then visited her home. It was a small house, set far back on a poorly kept lawn, a few straggling flowers banked against it.

Miss Anderson was not cordial in her attitude toward Molly.

"I realize that you don't know me very well," Molly said, sitting down in the living room, "but I wonder if there is anything the school can do to be of help?"

"The school! They're not interested in me. I've taught in the Hampton schools for fifteen years and each year has been worse." 46

"What has been the trouble?" Molly asked, kindly.

"Everything. There's no need to go into that. They'll have to release me from my contract. I'll get a letter from our doctor."

"Is that what you really want?"

"Yes! I'll have no more school work to do at night, no more committee meetings . . .," she broke off, quickly.

"How did you feel about teaching years ago?"

Miss Anderson was quiet for a few minutes and then said with restraint, "I was a starry-eyed idealist when I came out of college and I thought I should find security and peace in teaching. I did enjoy my work for many years, but lately it has become unbearable. I'm taking the only course left open."

"But you wish there were other courses which you might take!" Molly made the statement softly.

"I don't know. I don't know what I want. I'm too tired and too confused to know what I think."

Just then a rasping voice called from another room. Miss Anderson jumped nervously and said, "Will you excuse me, please? It's my mother."

"May I wait for you?" Molly asked.

"If you wish," Clara Anderson replied, with no warmth in her voice.

It was some time before she reentered the room. "I'm sorry to have kept you waiting, but my mother is ill," she said, closing the door softly behind her.

"I'm sorry. Has she been ill for some time?"

"Yes, for almost two years."

"That explains many things."

Clara Anderson was quiet for a moment, then she burst out, "It explains everything."

Molly leaned forward. "Miss Anderson, we need you at school. In fact, we need you very much."

"That's difficult for me to believe," she answered, with some restraint.

"Do you feel that the situation is hopeless?" Molly asked, sympathetically.

"Yes!" Clara answered stiffly, after a pause.

"Mr. Cushman feels that you were a good teacher and that if these emotional problems about your mother could be straightened out you could teach right through until the time came for retirement."

"There is nothing that can be done," Clara said, in a dead monotone. "I should have solved the problem long ago if it could have been solved. I hate my mother for the way she has ruined my life," she continued, calmly, "but there's nothing to be done about it now. It's an awful thing to say about your mother, but it's true."

47 "You must feel justified in your reactions to her. She has probably destroyed your happiness." There was no answer and for a long moment there was silence. "She kept you from marrying?" Molly asked the question more as a statement.

"Yes, but the trouble started long before that. I was afraid of her when I was a child and she dominated my life completely. . . . I didn't have the courage to run away with Jim." Her voice dropped to a whisper. "I'll always be chained to her, even after. The doctor says she can't live more than a year. But she'll hold me to her even after she's gone."

"Do you want to be chained to her?"

"No," she replied, calmly, "but I wouldn't know how not to be."

"The main thing is whether or not you want to be free," Molly urged.

"I gave up hoping a long time ago, but it's what I've wanted all my life."

"And you have one year to work this out?"

"One year to undo thirty-six! Impossible!"

"That depends on you."

"I couldn't send her to a hospital as long as I can take care of her. That would be worse than anything else. She would never stop telling me then that I had neglected my duty to her. I'm afraid I would even dream about her."

"You are the only one who can determine what your life is to be. And you can still find happiness if you want it badly enough to build it."

"I've been trying so hard to find my way through this confusion." She paused for a moment. "I'm almost afraid to look forward to anything else."

"Don't you really want to come back to school?"

"I want to, yes, but—there are so many things I do that are wrong. I just can't seem to control myself. My pupils told me that my voice is terrible when I get excited."

"Have you ever heard your voice on a recording?"

"No."

"The radio stations in Austin make them. And in the Speech Department at Austin University they have some splendid recording equipment. You'll be surprised at your own voice, and, after hearing yourself, you can practice speaking more slowly and calmly and in a lower pitch. Occasionally you can go back and have recordings made to see if you're improving."

"I used to have a good voice, but maybe it's a little high now." There was quiet in the room for a few moments. "What does one say on those recordings?"

"Say the same things you would say in that first-period class."

"Oh, that would be terrible."

"You'll hear yourself as the children hear you. Of course, the

excitement in your voice is indicative of the way you feel inside."

49 "Yes, I know," Miss Anderson said, staring out of the window. "I must get some control of myself."

"Would you want to consult someone if these problems prove to be too disturbing for you to meet the school situation with our help?"

50 "I have to do something. It's been intolerable at home since my mother became bedfast. But I believe that if I can have a little help with that one class in particular until I can see my way through this, I'll be all right. Why, I feel better even talking with you about it."

"It does frequently help to discuss one's problems with someone, but of course talking it out has to be followed by constructive guidance at times. Suppose I discuss future plans with Mr. Cushman and you might stop in my office the first period in the morning."

"That would be fine."

"Shall I see you in the morning?"

There was a pause and then, "I'll be in your office a few minutes before school begins."

Molly and Mr. Cushman talked for a long time that afternoon about Clara Anderson.

"She was one of our best teachers some years ago," Cush said, "and I wish she could get back on her feet again."

"I'm not sure about what I should do, Mr. Cushman," Molly said thoughtfully. "She will have to get these hate feelings expressed and get a better perspective before she'll change very much [63] and she may even need professional counseling."

"What does she think about it?" Cush asked.

"She's willing to do whatever the school feels is necessary, but she believes that, with some help with this one class in particular, she may be able to go on."

"Why don't we have someone else take that class for a few days or at least until she feels she can meet the situation?"

"That would help tremendously."

"Could you visit some of her classes and make suggestions?"

"Yes, and we might plan to meet together occasionally. It may be that having a good listener is all she needs to relieve the emotionality."

"Why don't you talk with her the first period for a few days and you can find out much more about the situation?"

"I usually see some of the truant cases from the preceding day the first thing in the morning, but I can see them later."

"You know, Miss McLane, I don't believe that this whole problem is the mother's fault. Miss Anderson should have stood on her own feet and made the kind of life she wanted."

"It's difficult to understand and it's also very easy to blame someone else for all of one's troubles. I hope that Miss Anderson realizes that some day. Right now she blames her mother for everything."

"What do you think is the heart of her problem?"

"Well, unquestionably the mother has dominated her life and subjected her daughter to every whim and wish. [211] I hope that Miss Anderson will plan to have someone care for her mother so that she can be released for enough time to find relaxation and pleasure for herself. I hope that she develops some social life, that she gets back into studying and progressing in her professional work, and that she regains some of her old skill in working with children."

"Those are worth-while objectives and I wonder if she can meet them."

"I believe there's a chance," Molly said, as she started for the door.

Vera Norman appeared at school one morning in the same dark brown dress she had been wearing, but it didn't seem the same. A gay beige jabot covered her flat chest and gave the dress a distinctive appearance. A little brown felt hat with a beige feather added to the costume and gave a certain note of charm to the total effect. She met Molly in the hall and Molly smiled and nodded her head.

"There's nothing like a new hat to give your spirits a boost, I always say," Miss Norman piped and went on her way.

Molly mingled frequently among the teachers and became one of them. They were attracted by the warmth of her personality and the ready wit that was a part of Molly McLane, and they let her know that they looked for her at their meetings and in the lunchroom.

Clara Anderson was back in school and was beginning to meet some of the problems which had confused her. "I had begun to think that I was different, that there was something very wrong with me because I have felt as I have," she said to Molly one day, "but you have helped me realize that everyone has frustrations and difficulties and that the important thing is not what happens to us, but rather how we meet what happens to us." New understanding of herself and her feelings, and insight into her difficulties had come to Clara Anderson through Molly's friendly, personal interest.

* * *

Late one afternoon Molly was in the teachers' rest-room washing her hands before visiting a parent when one of the younger teachers entered the room. Molly saw her through the mirror and gave a cheery greeting. The teacher sighed and dropped into a chair.

"Do you always feel well?" she asked, with some slight irritation.

"I wish I did," Molly answered.

There was a pause and Molly continued. "I've heard several teachers say that the children were particularly noisy today."

"Yes, they were." Miss Douglas looked at Molly with some speculation and said, "I wish I had followed my father's advice and gone into business instead of teaching."

"You think you would have liked it better?"

"I don't know. It couldn't have been much worse."

"This is your first year, isn't it?"

"Yes. And probably my last."

"The first year is proverbially the hardest. Just what seems to be the trouble?"

Miss Douglas and Molly talked for a few minutes with the final arrangement that Molly would come into her classroom and observe her work.

51

When Molly went into her room a few days later Miss Douglas had just reprimanded a seventh-grade boy for disturbing the girl in front of him. There was noise and confusion as Molly sat down in a chair in the back of the room, observing the situation carefully.

"Could you tell me a little about your student-teacher experiences?" Molly asked, when they met in her office after school had been dismissed.

"It was very pleasant and I was sure that I would be happy teaching. I had nine of the loveliest children to teach during my training period. They were intelligent children who would never have thought of behaving as these children do," Miss Douglas answered, grieved.

"Have you ever observed the teaching of a large class such as we have here?"

"No. All of my work was with small groups in our training school," Miss Douglas replied, too seriously.

Molly laughed and leaned back in her chair. "They must seem like forty little hellions bedeviling you, then."

Nancy Douglas laughed heartily, the tenseness disappeared and there was a complete change in her expression.

"You're very pretty when you laugh," Molly said.

"I haven't felt like laughing lately."

"No, I don't imagine you have. It means a great deal to you to succeed in your teaching, doesn't it?"

"Yes, I still feel that I should like it if I could find out what's wrong."

"Do you realize that you frown while you're teaching?"

52

"No," Nancy answered, slowly. "Do I?"

"Almost constantly. And that would have some effect upon your pupils."

"It certainly would have. I didn't realize that I frown in the classroom. I wonder why?"

"It may be that you feel confused and insecure before such a large group and feel unprepared to handle the situation."

"That is the way I feel. I don't know what to do with so many children. Do you have any suggestions?"

"It might help you to hang a rather large mirror in your classroom and glance at yourself occasionally while teaching, just to see what kind of an expression you present to the children. And the girls in your class will probably appreciate it. You may need some help in your teaching methods, too. How would you like to observe some of the more experienced teachers who are accustomed to working with large groups?"

"That would be a very good plan."

"You might get some ideas and suggestions."

Molly and Nancy planned some experiences which might prove helpful in solving Nancy's problems and the two women left the school together.

Mr. Cushman met Molly in the hall the following Friday. "Have a pleasant week-end," he said, in a genial tone. "By the way," he went on, "you seem to be doing a good job with some of our teachers."

"You mean..."

"Vera Norman is becoming very gay with her new frills and Nancy Douglas will swear by you from now on. I understand that Clara Anderson is getting hold of herself, too."

"Don't become too optimistic, Mr. Cushman. Those teachers *wanted* to solve the difficulties they were having and were amenable to any suggestions. Don't expect the same results everywhere."

"I wonder what will happen when some of the 'die-hards' realize you're succeeding," he said, laughingly, as they walked down the hall.

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Here is a simple, direct discussion of making the most of one's physical assets, concerned more with a way of life than a way of dress. Chapter II is outstandingly good on health, recreation, exercises for all kinds of needs, and play. There is a splendid chapter on the care of the skin and all kinds of skin problems, an interesting chapter on perfumes, and much stress on the development of one's own personality rather than an imitation of anyone else's. This is, indeed, a book on the etiquette of beauty.

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This book is beautiful, modern, and suitable as a source book for classroom teaching of college home economics. It is not limited to this usage,

however. Included is an excellent discussion of the psychology of colors and their combinations, and an extensive glossary of costume textures and the kinds of clothing and purposes for which certain fabrics may be used, an excellent description of some techniques for controlling irregularities in size and shape, a lengthy discussion of the various kinds of figures with graphic pictures and examples, selections of colors for types, and other valuable discussions. The presentation is of a textbook type with exercises at the close of each chapter.

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This book is exceedingly practical, informative on every phase of dressing and inclusive of all kinds of problems. An excellent addition to the best library, the information contained being based on principles of good dress rather than dated fashion. It has especially good chapters on colors for types and the kinds of colors the types should wear at different occasions and hours. Good mental hygiene is to be found in the "heart-to-heart" talks.

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This book "deals with the everyday problems of men and women. It promises no short, easy road to personal well-being, but it will help any intelligent person to get a better hold on himself... shows how to deal with fear and anxiety, how to master depression and how to handle one's mischievous conscience."

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This book contains some good descriptive material about personality and maturity, which must be won. It presents the point of view that basic personality needs are security, love, and success. It has an excellent description of family relationships and love, sex life, and the complicating factors involved in sex life and marriage. There is a good discussion on maturity, the point of view being that an individual could not be considered mature until he has developed internal authority as his guide.

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Immediate Actions and Their Limitations; Punishments; Types of Behavior; Suggestions for Substitutes and Poor Disciplinarians; The Teacher's Approach to Serious Problems; Factors in Child Behavior and Mental Hygiene; Promoting Better Behavior; Assistance from Experts; The Teacher and Social Agencies; The Teacher and Parents; The Teacher Herself; and Unfavorable Factors in Child Behavior.

This book is a straightforward discussion of classroom discipline as interpreted in mental-hygiene terms. It has much sound informational matter of a practical nature, giving preventive methods of maintaining classroom order as well as corrective plans.

CHAPTER IV

The Teacher Believes in Her Associates

There were a number of beginning teachers in the Hampton High School as well as several women who had come from teaching positions in rural areas and their reactions to other teachers in the system as well as to their work showed that they were less interested than they had been in the early part of the year. Molly met some of them in the halls, visited some of their classrooms when asked to do so, and found numerous ways of keeping in touch with them.

The lunch hour became the time when the emotional climate of the whole group was most evident and Molly became sufficiently concerned about the attitudes of the new teachers to discuss the situation with Mr. Cushman.

"Have you noticed anything unusual or peculiar that is taking place among our new teachers?" she asked him one afternoon, after a committee meeting.

"I suppose that they're getting into the swing of things," he said, straightening his desk.

"I wonder," Molly said, thoughtfully. "It seems to me that they are losing a certain spontaneity and enthusiasm that they had when they first came." [123]

"What do you mean?" Cush wanted to know.

"I'm not altogether sure, but I believe that they feel left out, that they're not a part of everything."

"They seem to get in on all school activities," he said, puzzled. "Every new teacher in the building is on some committee and has been given equal recognition."

"Do you feel that they are included in the social life, in the little cliques, which exist outside the school?"

Cush laughed. "Don't get mixed up in the peculiarities of the social life of our teachers."

53 Molly looked at him intently. She was concerned about these new teachers who had been interested and enthusiastic about their work. They had wanted to discuss their plans at noon and had shown a desire to exchange ideas with some of the older teachers, but recently they had been absent from the lunch room. She had noticed a defensive aloofness in their attitudes around the other teachers, as though they felt they were not a part of the group, and she decided to express this concern to her principal.

54 "I have watched them during lunch time. At first they entered into the conversation and gave many worth-while ideas, then two or three of them talked only among themselves, and now several of them eat lunch alone in their own rooms or together."

"Isn't that to be expected?" Cush asked, but Molly did not agree with him.

"It seems to me that they would be happier and would do much better teaching if they felt a certain sense of belonging, of group acceptance. I have noticed the same thing among some of our teachers who have been here for several years but who have not become a part of the small social groups which meet in the evening at the homes of the teachers."

55 "I wonder if there are not always these cliques in school systems," he said thoughtfully. "It may be that they are worse here than in some other places, though." He looked at Molly intently for a moment. Could it be that she, herself, had some feelings of social isolation?

Cush was very thoughtful about his discussion with Molly for the next few days and finally reached the decision that her remarks might have real meaning. He visited the lunch room during the noon hour and observed the teachers and listened to their conversations, realizing suddenly that there was little spontaneity

and unguarded conversation among them. There were desultory remarks between some teachers and other faculty members spoke only once or twice.

His observation led him to discuss with Molly and some of the more affable and cordial teachers the means that could be taken to make the noon hour a time of relaxation and pleasant exchange of ideas.

He began also a study of the preferences of teachers in the school and learned that groups of three and sometimes two teachers isolated themselves from the other members of the faculty during school hours. He found it difficult to understand why they were not willing to become a part of the group as a whole and wondered why teachers like Hazel Thomas and Carrie Reynolds, who had excellent relationships with their pupils, took little part in the mixed groups of teachers.

* * *

Hazel Thomas taught social studies and the relationship between Mrs. Thomas and her pupils was the subject of some discussion among the boys and girls. Few pupils complained about her or expressed dislike of her, although they seldom sought her advice or company. The humor which was shown in the twinkle of her brown eyes and which was expressed orally through a dry wit, was recognized by many boys and girls, softening her candid, almost brutal, outspoken manner. She was married but childless, contented, made a rather wholesome, philosophical adjustment to life's limitations and pleasures and could see no reason why other people didn't do the same.

Her classroom was across the hall from the home economics room and the petite, but motherly home economics teacher, Carrie Reynolds, and Hazel Thomas spent much time together. They talked across the hall with each other, shared experiences and school gossip, and Carrie laughingly called Hazel her official sampler of cookies baked by advanced cooking classes. Carrie enjoyed Hazel's humor and clever stories of her experiences

while teaching, and Hazel found in the home economics teacher a warmth and wealth of human understanding which she probably felt was lacking in herself. She felt no jealousy of Carrie's popularity among pupils and usually stood munching some tid-bit Carrie had saved for her after a cooking lesson until pupils had gone and they were free to talk together.

One afternoon Hazel was enjoying an apple tart made by the cooking class which met at the last period. Carrie was busy with a number of pupils who were gathered around her desk at the far end of the room. Hazel talked with a girl who was washing the white stoves and tables which lined the wall on one side of the big room and commented on the excellence of the apple tart. She rinsed the plate and fork and took them to the dish cabinet at the end of the room and crossed slowly to the windows, under which the sewing machines stood in a row, closed. Hazel enjoyed the organized efficiency which her friend demonstrated in her work and it was more than apple tarts and cookies which drew her into this room. She liked to look at the gleaming white tables between porcelain stoves, the cabinets and work-tables in the center of the room, allowing much opportunity for pupils to work with ease and freedom, and the sewing machines with cutting tables between them, placed advantageously but still conserving space. She liked that particular part of the big room more than the far end where Carrie had her desk and where chairs were helter-skelter most of the time during class discussions. She lingered until the last pupil had gone, then wandered toward Carrie's desk.

"Carrie," she said, "I think you're a dual personality. Just look at the other part of this room and then at this one. Everything is efficient and well-ordered there and in apple-pie condition and then look around you here. Chairs are placed in every direction and it's catty-wampus."

"Oh, that's easy to understand," Carrie dismissed the criticism with a laugh. "In this end of the room we have our discussions and pupils work together. Today a group of little seventh-graders

were trying color-combinations and learning which colors they should wear, and they were so dear and conscientious about it. You know, Hazel, there are a number of those girls who need to learn how to sew and make themselves some new clothes. And I'm afraid some of them don't have the money to buy even the materials."

"Well," Hazel said, reflectively, "let's see. The Eastern Star is going to have a party week after next and I think they'd like those apple tarts, about a hundred of them. Could you get some of the older girls to make them?"

"Yes, I'm sure I could," Carrie answered, enthusiastically.

"And how many yards of material could you buy with the profits to give your needy pupils? Would it be enough?"

"Yes, plenty," Carrie smiled at her friend. "These things that you order for yourself and for organizations to which you belong have bought dresses and undies and shoes for a lot of girls, Hazel."

"Well, that's good. But don't thank me. You do all the work, or at least your pupils do. I'm just a middle-man."

Carrie smiled. "You know that isn't true. And I know you well enough to realize that you get a lot of satisfaction from the good you're doing through these orders. There are many transients in Hampton who need help. It seems impossible to reach all of them."

"Well," Hazel said, with a toss of her head, "now that we have a guidance expert, everyone will be taken care of."

"What's the matter? Don't you like Miss McLane?"

"I don't know her—yet. I just can't see this guidance business, that's all. I'm being paid to teach social studies and that's all I'm going to teach. What do you think of *guidance*?"

"I don't understand what it's all about. Does it mean choosing a vocation, selecting subjects at school, helping children get over their emotional difficulties, or what does it mean?"

"I don't know what the office has in mind, but in my opinion you're doing an excellent piece of guidance right here." A

peculiar expression came into her eyes as she continued, "You're not going to tell Miss McLane about what we're doing together, are you?"

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A frown crossed Carrie's face and with a nonplussed expression she said, "I don't see any reason for saying anything or not saying anything about it. Why?"

"Well," Hazel said, loftily, "I think what we're doing is pretty good and I don't think anyone else has a right to get in on it. Of course you do all the work. I only help out on the financing. But I enjoy what we do together, Carrie, and I don't want anyone else getting in on it. It means a lot to me. . . . And I do go to some bother to help you." She was quiet for a moment and then went on. "You're not going to let anyone else in on what we're doing, are you?"

"Well, no, I hadn't thought about it, Hazel," Carrie said, slowly.

"I'd let Miss McLane find out about it for herself," Hazel said, with a peculiar emphasis.

Carrie was quiet for a moment. There were times when she wanted to share her work and experiences with other teachers, but Hazel always protested and the other teachers knew very little about the activities which were carried on in home economics. Carrie was deeply grateful for Hazel's financial help and the two-member clique stayed a closed corporation.

* * *

Mr. Cushman realized that the lack of teacher sociability had more far-reaching effects than he had anticipated when Mrs. Springer, an influential member of women's organizations in the community, visited him one morning in his office.

"Mr. Cushman," she said emphatically, "I feel it my civic duty to come to see you about a little matter." Cush was so fascinated by a feather on her hat that waved back and forth when she nodded her head vigorously that he found it difficult to concentrate on the "little matter."

"I want you to understand that my purpose in coming to you about this situation is impersonal and unprejudiced and has nothing to do with Nancy's not getting into Sub-debs."

"Sub-debs? Oh, yes, one of the sororities. Did Nancy want to get into it?"

"That's beside the point, Mr. Cushman. Nancy did not get in, but my reason for coming to you is not because of that. My complaint is that the method that is adopted to keep some fine girls out of the sorority is undemocratic and unprincipled." Her mouth set into a thin line and her head moved back, tripling the number of chins that might give weight to her remarks.

Cush leaned forward and his eyes narrowed slightly as he said, not unkindly, "What do you mean, Mrs. Springer?"

"I mean simply this, Mr. Cushman. Your Miss Page, who is sponsor of this group, incites the girls to be snobbish and to admit into the group only a very select few. As you probably know, Nancy is very democratic and broad-minded. She has made friends with some girls who come from homes that are impoverished and uncultured, I know, but I've always taught Nancy that the money her father has made in the bank should have no influence on her choice of friends, that she should choose her companions from those she finds of worth and integrity."

"That's a very commendable point of view, Mrs. Springer. I agree with you, but unfortunately, or fortunately, depending on how you look at it, the sub-deb sororities have reached the Hampton High School, and the only thing we can do is to try to make them as democratic as possible, both in their methods of selection and in their activities within the groups. [134] There are several of us here in the school who are interested in doing what we can to make our whole school life as friendly and sociable as we can for both pupils and teachers. We'll do everything possible to make each club and organization in this school as democratic as we can make it. I appreciate your bringing this to my attention."

"Well, I certainly don't want to complain about your teachers. And I hope you realize that my remarks are strictly confidential, Mr. Cushman? I don't want Nancy to feel any repercussions from what I have said. I hesitated for some time before coming to you about this."

"I understand, Mrs. Springer, and rest assured that your name will not be mentioned. I'm sure that there are more suitable ways of meeting this problem of selectivity than we have tried and that there are some means of guiding our boys and girls to a real democratic spirit."

Cush discussed the problem of social groups among the pupils with some of their leaders and a committee was appointed to report to the larger group on selectivity and activities within their clubs. Their intention was to have general group discussions and a final report on what the high-school boys and girls themselves thought about the social clubs and what methods they thought could be taken to make them less imperious.

Later Cush and Molly discussed the little "inner circles" which existed among the pupils. "It seems to me," Molly said, "that we teachers and administrators set the example of snobbishness by the factions we have among the faculty. Unconsciously we are setting the examples of being snobs."

* * *

Molly became so involved in her own feelings of isolation from the social groups that she was not fully aware of how impetuous her approach was to the dilemma of cliques as she talked with some of the teachers and learned how they felt about the situation.

"My last position was in a small school," Margaret Scott, a plain, gray-haired teacher of typing, said, "and all nine of us teachers were friendly. We palled around a lot together and had a very good time. Naturally all of us enjoyed some teachers more than others, those with whom we went around most frequently, but we had some grand times with the whole group."

"How did you feel about coming to Hampton?"

"I was very happy about it. I've always taught in a rural school and coming to Hampton sounded promising."

"But you're disappointed?" Molly asked.

"No. No, indeed," Miss Scott denied. "The facilities to teach commercial subjects here are wonderful. Of course I miss my friends. We felt that each one of us contributed to the group as a whole." She paused for a moment. "It's difficult to make friends among the teachers here. I know that I'm not a very exciting person and I'm afraid that I don't attract people to me very quickly." 58

"Don't take all the blame for it, though," Molly said, thoughtfully.

Margaret Scott spoke up quickly. "It's natural that teachers who have been here a long time would have many friends and would stick together. And there is another way to look at it, too—we new teachers should be so interesting that they would want us to join their groups." [84]

"Isn't that putting the new teacher on the defensive?" Molly asked, with a smile, and then went on. "Your objective attitude and your unwillingness to blame others are certainly commendable."

She did not realize that her own emotions were involved in the social problems of the group and she talked with Sally Miller, a vivacious younger teacher, who was candid and frank in expressing her opinion. "I've heard about this problem of cliques from a number of friends who are teachers, but this is my first experience with it. I love teaching boys and girls, but I'm not very happy about the way some of the older teachers look down their noses at us." 59

"I notice that some of you new teachers are grouping together," Molly commented. 60

"Misery loves company, I guess," Sally said tartly.

"Why don't you have a party and invite some of the clique leaders to it," Molly said, with a twinkle in her eye.

Miss Miller looked at Molly quizzically, and then said slowly, "I get the idea."

During the next few days Molly noticed much whispering and planning among some of the new teachers and then there was a bridge party, then a hike, and finally a trip through a local, nationally known candy company. The clique leaders were invited and for several weeks there was some excitement and much social activity.

The new teachers, under the leadership of Sally Miller, continued their attacks on the social cliques and open hostility developed between some of the new teachers and the in-group members.

61 Mr. Morrow heard about the trouble from several sources and talked with Mr. Cushman about it. Cush was inclined to disregard the conflicts.

"We've always had these cliques in our building," he said.

"Who started this competition between the groups of teachers?" Mr. Morrow asked.

"Why, I don't know," Cush answered thoughtfully. "I think the new teachers resented being left out."

When he was talking with Molly some time later about it she said, "I realized after this whole thing got started that perhaps I had stimulated it because I, too, felt left out and I was overzealous about being friends with the teachers."

"It has caused some hard feelings."

"I realize that. I tried to stop it after it had started, but it was too late."

"These cliques have caused us to lose some fine teachers here in the high school."

"My mistake was in allowing my own feelings of being left out to interfere with wiser ways of meeting the situation," she said.

"In what other ways do you think it could have been met?" he asked.

"Well," she said, slowly, "it might have been possible to work

through some of the teachers who are group-minded. It could certainly have been approached much more intelligently."

"Yes, I think you have a point there," he agreed, with a smile.

"I realized that many of the teachers would fight to keep their little in-groups, but I didn't expect such a strong reaction. I think, however, that any attempt to help the new teachers gain social recognition would have caused some disturbance."

"That may be true. But there seem to be some serious differences which must be corrected," Mr. Cushman said.

"I'm sorry that it has turned out like this, but the degree of the present disturbance shows how effective the cliques were in isolating some teachers. I hadn't realized how firmly entrenched they were in the social lives of the group, but I still feel that the new teachers, and others, too, should be accepted and recognized socially."

"So do I," Cush agreed. He felt that Molly had initiated the hostilities between the teachers and that she should take the leadership in planning how to correct the disagreements.

"I don't mind apologizing for not realizing the strength of the in-groups, but to do so openly would cause them to become more exclusive than they were before and would cause bitterness and unhappiness to some of our teachers. It seems to me that the best thing to do is to work this problem right through, continuing to have social life that is inclusive of all of the groups. Surely some of the teachers will realize how unfair they have been."

"It might be advisable to discuss the whole thing with some of our broad-minded teachers even now and get their help in developing a more democratic social life than we've had."

Molly was very serious. "There are probably a number of ways which would be of help. We need greater correlation between our classes and more opportunity to share experiences. We need stimulating exchanges of ideas and a correlation of classes might develop more professional understanding."

"Our teachers don't know each other too well," Cush said,

with a frown. "Why, there are people in this school who don't even stop to talk with others because they don't know each other."

"It has been difficult for our beginning teachers to realize that those who develop little cliques and in-groups are usually very insecure among their associates and lead narrow lives sometimes."

"I do think that we people in school work are insecure among co-workers and that we depend too much on personal friendships among school people for that needed feeling of importance," Cush said.

"You mean that if we had more life outside the schools we wouldn't be so dependent on each other socially?" Molly interpreted.

"Yes," Cush replied. "And I think that's something we should have in mind in the future. These social differences have been perplexing for some time," he went on, "and I'm glad we're getting at them, even if there has been some disagreement. It will probably take time to build unity and harmony between the teachers and we must proceed with much caution and wise planning."

Just before Thanksgiving Molly was asked to talk to the Woman's Club of Hampton. The invitation had come through Mrs. Dan Morrow, who was active in the community clubs and who was trying to develop understanding and coöperation between the school and the community. [112]

Molly called on Mrs. Morrow ostensibly to talk only about a topic of discussion for the club, but there was another purpose also in her solid step as she went up the walk to the Morrow house.

After a pleasant exchange of greetings the two women began to discuss the club.

"I had a purpose in asking you to talk for us, Miss McLane.

Hampton's citizens are not enthusiastic about, or coöperative with, the public schools and I hope to develop a better relationship between them."

"Then perhaps you will like a plan I have thought about for your club meeting. Instead of my talking for the group, we could have two or three teachers give a panel discussion."

Mrs. Morrow looked thoughtful. "We've never had anything of that kind." [126] Then her face brightened. "Yes, we might enjoy it. What would they discuss?"

"Some topic that would be of interest to your group. You can think about it and I'll call you later if you'd like."

"This may work out very well. It will be good for our parents to meet the teachers out of school."

"And it may be good for us to mingle with women who are not in public-school work," Molly said. She paused for a moment and then said, "I was wondering if the Woman's Club has any mixed social groups?"

"Yes, we have several evenings of mixed groups. Our square dancing is very popular. It allows much opportunity for healthy activity." [127]

"It sounds like it would be fun," Molly smiled.

"Perhaps we could interest the teachers who talk on this panel in some activity at the club."

Several days later Molly happened to be in Mr. Morrow's office when a friend called him about going bowling.

"Bowling is a great sport," he volunteered after completing his conversation.

"You really enjoy it, Mr. Morrow?" she asked.

"Very much," he replied. "And I need the exercise. People in public-school work never have enough exercise or recreation. They should get out more." [3]

Molly brought the question of bowling into the lunch-time discussion the next day and learned that several high-school

teachers enjoyed it. Sally Miller also told her about some of the teachers in the elementary schools who went bowling rather frequently, and she knew that Mr. Cushman enjoyed it.

A number of friends had begun stopping at Molly's apartment for Sunday afternoon tea and one Sunday several weeks later she particularly asked some teachers who were interested in bowling to come. The Morrows and Mr. Cushman were present. Molly introduced Mr. and Mrs. Stuman to Mr. Cushman and turned to Cush laughingly, saying, "Mr. Stuman is the new physical education teacher at Crowell School and you two people should know each other. The Stumans are friends of Sally's and are ardent enthusiasts about bowling, too," and from that time the subject of bowling seemed to dominate the conversation.

"I think we should all go bowling," Sally Miller said.

Molly chuckled and said, "Sounds interesting. May I be the score-keeper?"

"I understand that some of the teachers have promised to organize two squares to go dancing at the Woman's Club," Sally said. "I don't care much about square dancing, but I certainly love to bowl."

Cush winked at Molly and said, "If that's a hint, Miss Miller, consider yourself invited. How about you and Mrs. Morrow, Dan," he said, "will you join us?"

"We certainly will," Mrs. Morrow said.

Dan nodded his head. "Count us in."

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Henry Stuman was enthusiastic about the idea. "We should have two bowling teams, the elementary teachers against the high-school teachers."

"I second the motion," Cush said. "Dan can be on our team." He laughed heartily and told Molly confidentially, "He's a top-notch bowler. 'Stuman,' he said aloud, 'you can be the captain of the elementary-school team and I'll be the captain of the high-school team and just for fun our high-school team will challenge you for the first game.'"

It was a jolly afternoon with much laughter and teasing.

ending with plans to go bowling one evening the following week.

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CHAPTER V

The Teacher Believes in Her Pupils

There had been several group meetings about the development of guidance plans in home-rooms, and some teachers had become enthusiastic about what they could do to redirect the behavior of pupils who were having adjustment problems. Progress was slow through the committee meetings, and a few teachers who were interested in these plans became impatient.

Mr. Clark, a slight, pale man of very serious expression, conscientious but aggressive in his work, and very desirous of succeeding in his teaching, was one of the new teachers who was developing an intense interest in guidance. His special concern was the behavior of several boys who found it difficult to get along in the group. He had been particularly concerned about Jimmy Monroe for some time and had discussed Jimmy with Cush on several occasions.

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Jimmy, an impish, mischievous boy of twelve, had difficulty competing in sports and other activities with the larger seventh-grade boys, and he had found that he could win the attention and interest of the group by "clowning" and "acting." One could trust Jimmy to make a silly remark at an unexpected moment and stimulate laughter in the class at unexpected times. There was an honest and straightforward quality about him, however, which obscured his insecurity in the group and made his disturbances in the classroom less annoying.

Mr. Clark and Jimmy had had conflicts on several occasions and their difficulties increased and enlarged with each unmet issue. Jimmy seemed to take some delight in making discipline

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problems which disturbed Mr. Clark in several of the classes he taught.

Mr. Clark's purposes in his attempt to redirect Jimmy were, he thought, motivated by a desire to help him, but after the incident which brought their difficulty to the attention of the office, he realized that he had, in reality, been expressing some of his own feelings of frustration.

66 One morning Jimmy was particularly recalcitrant and unyielding in his attitude toward Mr. Clark and insistently made humorous remarks about Mr. Clark's discussion of citizenship. At last, in desperation, Mr. Clark asked Jimmy to sit down in a chair facing the class and then he insisted that each member of the group tell Jimmy what was wrong with him. He motivated the discussion by saying that the purpose was to make Jimmy realize that others were annoyed at his misbehavior. Pupils resented making comments but felt some compulsion to be critical. After that class meeting Jimmy became so obstreperous that he was finally sent to the office and the happenings of the whole day were revealed.

Molly talked with Mr. Clark, who was frank and sincere in telling her about what he had done. With some pride he described each step in his procedure, tapping his desk with a pencil as if to emphasize his remarks.

67 "This boy is a real problem in a class, Miss McLane. He needs discipline and punishment and should learn that the desires of the group are more important than his desires." [150]

"There are children who have a strong need for winning the attention of the group through clowning and misbehaving, Mr. Clark," Molly agreed. "Do you know why Jimmy has such a strong desire for social acceptance?"

He frowned. "I don't know that I should call it that. At least he isn't winning social acceptance. Although they do laugh, they are really making fun of him when they laugh. I understand that he comes from a good family, that his father is an engineer, and that they are in fair circumstances. He is an only child, and,

although he is small for his age, that should be no reason for such nonconformance."

"I wonder if we need additional information about Jimmy before we can come to any conclusions about the reasons for his behavior," Molly said, with a smile, "or before we can decide on how Jimmy can learn to meet life more adequately."

"Well," Mr. Clark said, letting the pencil fall on the desk, "something should be done to make him appreciate his teachers and his classmates. And I think that some steps should be taken to make him behave."

"I am sure that you did the thing you thought best. A visit to the home or an interview with the mother might make the whole problem of Jimmy clearer, however," she said.

In a friendly manner Molly discussed some ways in which Jimmy might have been guided. [80]

Later she talked with Jimmy and asked him to have his mother visit the school.

"Our purpose in asking your mother to come to the school, Jimmy, is not to punish you or to have your mother punish you," she said. "We want to talk with her so that we can understand you better."

"Gosh, Miss McLane, I haven't done anything wrong," he burst out angrily, ramming his hands in his pockets. He leaned on one foot and said disgustedly, "All I did was to say something about his opinions of citizenship. I can't see any reason for making all this fuss about it. Cri-mon-ently, you'd think I'd busted open a bank."

Molly laughed heartily and finally Jimmy began to laugh with her. After his anger had subsided and he was more amenable to understanding his own behavior [156] she explained to him how one person could upset the whole class and disturb the teacher.

The interview with the mother, who was tight-lipped and unresponsive, revealed that Jimmy came to school without breakfast, that he usually ate frankfurters and drank pop for lunch, and Molly realized that the child was really rejected in his home

70 and was shown very little affection. She knew that a number of interviews with this mother would be necessary before she would understand the needs of her son.

71 She explained this information to Mr. Clark in her office one afternoon and together they planned what the school might do to give Jimmy some constructive activities in which he could succeed.

"If he can learn how to win the approval of the group through achievement, there will be less motivation to win it by clowning," [168] she suggested to Mr. Clark.

72 "I wish there were some way for us teachers to learn more about methods of working with maladjusted children," Mr. Clark said. "I wish we could meet with you and discuss the children occasionally." [224]

"If some of you would like to come to my house one evening a week or every two weeks, we might develop a little guidance study group," Molly suggested. "I think it would be better for the teachers to feel a need for such a group, however."

"I think I'll talk with some of them and see how many might be interested. I'm sure that there are at least eight or ten who would like to know more about this new work. I don't believe that many of the teachers have any idea about what we should do in home-room guidance." [151]

* * *

One day Molly was leaving her office to go to the cafeteria and as she passed the open door of one of the classrooms, she heard loud, angry voices. Pausing for a moment she almost collided with a high-school boy who dashed out of the room, saying, "S'cuse, me, gotta get the police," and hurried down the hall. The loud voices continued and Molly stepped into the room. A large, high-school boy with flushed face and disheveled hair was being held on one side by Mr. Cushman and on the other side by Mr. Fletcher. He was trying vainly to free his hands, evi-

dently with the intention of striking Miss Harding, who faced him with set lips.

"No one is going to say anything about my mother and get away with it, you or anyone else," the boy said, with an oath.

Mr. Cushman tried to calm him and Mr. Fletcher threatened with the remark that he was talking to a teacher.

"I don't care if she is a teacher, she has no right to make the remark she made. No one's going to say things like that and get away with it."

Mr. Cushman motioned for Molly to come into the room as he said, "What was the remark she made about your mother?"

"Let her tell you what she said," he answered sullenly.

Miss Harding became defensive. "I merely said that he is a truant and the kind of a boy that he is because he has never been brought up properly."

"That's not what she said," the boy burst out.

Cush remarked, "I don't believe that this is the time or the place to prove what was or was not said. Why don't we meet after school and discuss this when everyone is more calm? Or perhaps Miss McLane will have time to see both of you this afternoon."

At that moment Mr. Babcock, the policeman who was on duty in front of the school at the noon hour, entered the room. The situation was explained to him and he was told that he wouldn't be needed.

"I'll be in front of the school if you do need me," he said as he left.

Molly was asked if she would talk to Frank immediately after lunch and later with Miss Harding to try to find out what had actually happened.

Frank was waiting for her when she returned to her office after lunch, pacing up and down the hall. They sat down immediately to discuss the events of the morning.

"Will you just tell me, Frank, in your own words, exactly what happened?"

At first he was hesitant, sullen, and uncommunicative. Evidently he either disliked saying anything against Miss Harding, he was still too angry to express himself, or he was not sure of her, Molly thought, so she said, kindly, but firmly, "There are always two sides to any problem of human relationships, Frank, and you are the only person who can express your point of view. It is impossible to see your side of this situation unless you are willing to tell me about it."

75 "Well, it was this way. My mother sent me to her doctor's this morning to get some medicine. I didn't mind going because it meant a chance to get out of school. I don't like school, see, and I'm perfectly willing to admit that I take any chance that I can find to be absent. Well, I have a bad reputation because I've ditched a lot." He ran his fingers through his hair and continued, "The only reason I come to school at all is because my mother insists that I get a high-school diploma. She said that I'll always be sorry if I don't have it."

"But you don't feel that way?"

"No, it's just a pain in the neck to me."

"And there's nothing about school that you do like?"

"Oh, I like the fellows."

"Go on with your story, Frank."

"Well, I didn't get to school until just before lunch, so I went in to see Miss Harding to see what assignment she had given for tomorrow's work and she started riding me, saying that I had ditched school this morning. I told her that I hadn't ditched school and she just the same as called me a liar. One thing led to another and she made some wise-crack about my mother."

"Would you rather not tell me what that remark was?"

"I guess it doesn't make much difference, you'll find out, anyway. She said I wasn't any good because of the kind of a mother I have."

76 There was a slight pause and Molly said, "I don't blame you for becoming angry about it, Frank. What happened next?"

"Well, I got awfully mad and when she repeated the remark

and made it a little stronger I guess I just saw red. I'm sorry I didn't get a chance to hit her."

"That would have been very unwise and could have brought you nothing but trouble. Right now you're still too angry to realize that."

"I would have hit her if this fellow I was with hadn't grabbed me. She went down to the office and got Mr. Cushman and Mr. Fletcher. I tried to get loose but this fellow held me. I really was mad. After Mr. Cushman and Mr. Fletcher came she started in on me again. I guess that's all there is to it."

"Do you think that you're calm enough now, Frank, to realize where you have been wrong?"

"Sure, I shouldn't have come to school at all."

"But you do want the diploma?"

"No, my mother wants me to have it."

"But you're willing to get it for your mother?"

"Yes, I guess I can live through it for the rest of the year."

Shortly after Frank left, Miss Harding entered Molly's office. She was a dynamic, forceful, efficient young woman with a very aggressive manner. She said with some feeling that she had gone into teaching against her own wishes and that she resented the requirements of the profession.

"My older sister was a teacher and she decided that I'd be one, too. I really thought that I would be in it for only a year or two and then I'd get married."

"How long have you been teaching?" Molly inquired.

"Five years."

"Five years too many?" Molly asked, with a smile.

"That's right! But I spent four years getting my training for it and I intend to get something out of it."

"Even if you're unhappy?" There was silence for a moment. "Isn't there some other kind of work which would bring you a greater sense of achievement?"

"Not that I know of."

Molly then turned the conversation to the events of the morn-

ing, and Miss Harding admitted making the remarks about Frank's mother.

The two women talked at length about the field of teaching and the problems experienced in their work and throughout their discussion Miss Harding remained rebellious and antagonistic toward her pupils as well as toward the school.

After she had gone Molly met Cush and together they walked around to Mr. Morrow's office to talk with him about the incident.

He was exceedingly angry about what had happened. Mr. Cushman told Molly later that he had never seen him so upset about anything.

78 "It's difficult enough to get the support of this community without having things like this happen," Mr. Morrow said, angrily. "Having to call a policeman! I don't blame you, Cush, for sending for help. A seventeen-year-old boy of his size isn't easy to handle when he's angry, but I don't like the idea of our teachers being so inefficient that they don't know how to talk to our pupils. That's what they're educated to do, or are supposed to learn how to do. This Miss Harding has caused us trouble several times before, hasn't she?" [196]

"Yes," Cush admitted, "she's had difficulty with pupils right along."

"Can't you do something with her, Miss McLane?"

Molly spoke slowly and calmly. "I think that most teachers are interested in their work and are willing to rectify the mistakes they make, but Miss Harding isn't interested in her work, nor is she willing to become interested in it. In fact, she is antagonistic toward teaching because her older sister forced her into it."

"She has always had a slightly antagonistic attitude and I've had the feeling that her heart wasn't in her teaching," Cush said.

"At the present time she resents not only her sister's domineering," Molly went on, "but everything about her teaching experiences as well. It seems to me, from what she told me, that

she dislikes many of the basic elements of teaching and doesn't have the qualifications of the teacher."

"That's exactly how I feel," Cush said, "and my recommendation is that she be convinced that it is not her field and that she be directed into other work." [152]

Mr. Morrow spoke with some vehemence, "It isn't fair to our pupils for us to keep teachers in the system who feel as she evidently does, and I would endorse that idea thoroughly. In fact, if she is willing, I'll help her find something."

"She might find real success in the business world," Cush said. "She is energetic, ambitious, and would make a good executive."

79

Molly had continued her little plan of serving tea each Sunday afternoon and the group of teachers who dropped in informally were increasing. Many times those who had become close friends brought cookies and other additions to the refreshments, and a number of teachers felt sufficiently at home to take the initiative in preparing sandwiches and tea and keeping the plates filled.

Margaret Webster and Molly were becoming close friends and on numerous occasions Margaret came early to help.

One Sunday Margaret was particularly voluble about the happenings at school. "There is a new spirit among our teachers. That is evident in our noon-day discussions. We used to have a lot of griping."

Molly laughed. "And we still do."

"Oh, but it's not anything like it used to be. I used to get so tired of hearing the complaining. And nobody ever did anything about the things they complained about. Of course, I think a lot of this is your influence."

Molly spoke up quickly. "I think Cush has made some wonderful improvements."

"I agree with you, but I still say that Molly McLane has won a real place in the hearts of our teachers."

Molly started to say something but Margaret said hastily, "You do have many friends among us. Yes, I know that there are some who haven't been reached," she added, when Molly made a motion to interrupt her, "but it takes time."

"I'm happy that you feel like this, Margaret."

80

"As I said, there is a new spirit among the teachers and I feel that they report fewer pupils to the office than they ever have. By the way, I have an idea," she went on, giving a sandwich an energetic little pat of cheese, "I'm going to ask that English class I teach to list all the things they dislike about teachers. What do you think of the idea?"

"I think it's grand. If a study of this kind is done constructively, children can really help teachers understand themselves better and realize what they should do to improve their teaching," Molly answered.

"And there is need for teachers to appreciate the pupils' point of view," Margaret added.

"There are some interesting studies reported in national magazines showing such results. Some of them have been in terms of characteristics that children like and dislike about teachers," Molly said. [215]

"I'd like your help on this experiment."

"It is an excellent idea and may stimulate other teachers to make similar studies of their classes." Molly went on, "There's something else that I wish we could do in our school. Many of our boys and girls are leaving school before they finish their work and our seniors are going out into the community with perplexing problems which we haven't helped them to understand."

"Neither the home nor the school is meeting the needs of youth," Margaret said.

"Both environments have had much change forced on them," Molly said, filling the tea-kettle, "and I become just as annoyed to hear teachers blaming parents for child misbehavior and juvenile delinquency as I do to hear people outside the public

schools blame teachers and education for all the nonconformance of young people."

"Our society has become so complex that the home, the school, the church, and all the institutions of our society are challenged and none, alone, can meet the needs of youth."

"I agree with you," Molly added. "Every institution has a part to play and we, in the public schools, cannot lessen our failures by blaming the home and the church for what they have failed to do. We, too, are being challenged to do everything we can to guide and direct our high-school boys and girls."

"You can't do everything at one time, Molly," Margaret said earnestly. "You'll have to be more patient. I think our home-room guidance plans are progressing very well." 81

"But there are a number of plans which could be begun right now to help our boys and girls become more responsible and to become better citizens."

"Ah ha, it sounds to me like Molly has something in the air. Tell me about it." 82

With some enthusiasm Molly discussed some ideas of student participation in school administration. "Such wonderful things can be done for boys and girls through student government." [82]

"Our pupils have never been interested in student government," Margaret said. 82

"Something serious is wrong, Margaret, if boys and girls feel no desire or need to have a part in the rules and regulations which govern their behavior while at school. [22] It seems to me that any person affected by laws should be interested in making them so that they are in accordance with what he wants them to be."

"Sounds good, and I agree with you. Cush will agree with you, too, but I know someone who won't."

"I believe if Mr. Morrow is approached in the right way he will realize the advantages of student government. I want to talk it over with Cush first and perhaps all three of us could approach Mr. Morrow together."

"I do think that our Hampton pupils are greatly in need of more understanding of better citizenship," Margaret said, thoughtfully. "The home-room plan can't accomplish everything."

82 b "I hope next year that we can begin some clubs and some activities which will widen the interest of our pupils, too. Oh, there is so much to do and so much to accomplish," Molly said impatiently.

"What do you think about my having a class in human relationships next semester?" Margaret asked. [165]

82 c "Of course I'd say that's fine. Classes of this kind have proved of benefit to students for years after leaving high school."

Margaret said, "I think it will be a grand opportunity to stimulate them to understand themselves and others, too."

"It could help them to understand the relationships in the home, as well," Molly added. "Many children have little understanding of the give-and-take necessary to live harmoniously in the home." [25]

"I haven't thought through what might be included in the course and, naturally, I want the pupils to decide exactly what should be included in it, but I do hope to bring in much discussion about making the home a happy place in which to live," Margaret said.

"You might even include mothers in some way such as a mothers' study group," Molly remarked.

"Did I ever tell you the story about the boy, the book, and the bathtub?" Margaret asked, laughingly.

"No," Molly replied.

"One day in September I let a boy take a book from the office to his home overnight and the next day he didn't bring it back. I kept asking him and asking him to return it and finally I told him that if he didn't bring it back the next day I'd have to go to his home and get it. He said repeatedly that his mother was looking for it and that it had been misplaced. Weeks and months went by and it was early in the spring by this time. Finally I told him that I intended to go to his home the next day. He was

at school the next morning bright and early, the book held tightly under his arm, and a smile on his face."

"Where in the world did they find it?" Molly asked.

"That's what I asked him. 'My mother was cleaning out the bathtub,' he replied, 'and she found it right on the bottom.'"

The two women laughed together and for a few minutes there was silence in the little kitchen as they made open-face sandwiches and filled cookie plates. Molly was thinking about her plans for pupils, and Margaret continued smiling reminiscently about the boy, the book, and the bathtub.

"I wish we could do something about our pupils who are retarded mentally and those who are retarded only in their academic work," Margaret said, finally.

82

Molly smiled. "Cush and I have been talking about a class for retarded children who are of average mental ability. I believe that next year there will be a class taught by Miss Aron, now in the sixth grade at Columbia School. She will spend the mornings in our school and will go back to Columbia in the afternoon. The pupils will work with her all morning on basic skills and will probably go back to their regular classrooms for the afternoon. We've discussed it only once or twice, but Mr. Morrow thinks it is a good idea."

"Your plans seem fairly complete," Margaret said.

"No, we've talked about it very little. There is, however, something else that I hope to see started next year, and that is a guidance clinic. I know of a situation in which a whole faculty put their efforts into such a clinic and much good resulted from it." [203]

82

"But you need a lot of experts for that, don't you?" Margaret asked.

"No, I believe that we could have one right here in our own school."

"Do you think we could get the finances?"

"It wouldn't be necessary to spend much money. The ideal way is for us to go on from where we are right now and build

the clinic slowly and surely. In fact, I hope that our little study group, which is going so well now and increasing in numbers constantly, will lead into a clinic," Molly said.

"It does sound promising," Margaret agreed.

"It could grow out of our study group, which is now studying how the different environments contribute to the total mental health of the pupil. The purpose of a school clinic such as we might have would be to study the child who is having life experiences too difficult for him to meet, and to bring out, through talks with him and with his mother and through data that might be obtained, all the factors which destroy his security and happiness."

"That would involve contacts with the home, wouldn't it?" Margaret asked.

"Yes, it would. If one can get parental coöperation, and it is possible in most cases, I believe, if parents are approached sympathetically, and if the school and home work together to alleviate the pupil's difficulty, good work can be accomplished."

"I'm glad you feel as you do about parents, Molly," Margaret said. "It seems to me that most parents want to do the thing which is best for their children if they know what to do. I believe that we teachers have been inclined to ignore and disregard them."

"I agree with you," Molly said, nodding her head. She went on, "A clinic is an excellent way to get teachers together to discuss a pupil in terms of information rather than personal likes and dislikes, and I've known of many children whose lives have been changed tremendously through the efforts of teachers, working together through a clinic in their school system." [30]

"I think that every child should be given a chance, and even urged, to express his feelings about his behavior and his life experiences before others try to understand why he reacts in certain ways, don't you?" Margaret asked.

"It seems impossible to me," Molly agreed, "to get any estimate of the child's motives unless he tells what he thinks about

his environment and his associates. And I think that most schools should include in their cumulative files some anecdotal records, interviews, personality tests, and other data which has been compiled throughout the years about every pupil. One can then see the *trends* in a child's behavior and can act much more wisely to prevent delinquency than if this material is not compiled."

82

"It does seem to me that most of our faculty need to become more sensitive to the problems and needs of the youth of our community," Margaret said, thoughtfully. "And perhaps the clinic would help all of us deal more intelligently with their difficulties."

The door-bell rang and Molly and Margaret dropped their aprons and Molly started for the door, saying, "There are so many things that one can do for pupils and that pupils can do for themselves. I wish we could start everything at once."

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This book contains numerous case histories and interpretations which could be made from them. It discusses pre-adolescent needs and the kinds of growing which take place as the adolescent approaches adulthood. An excellent discussion on the sources of conflicts in the home is included. The entire book represents a deep understanding of the needs of youth. The discussion of adolescent interests is particularly thorough as is the discussion of the school and the adolescent. The chapter on religion is thorough and inclusive. An excellent book for teachers and parents.

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FOR ADOLESCENTS

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Chapters are: Getting Started; Planning for College; Arrival; Freshman Days; Life of Study and How to Manage It; The New Independence; Professors and Subjects; 24 Hours a Day at College; College Health; Social Life; The College World; College Athletics; Clubs and Social Opportunities; Personal Life; Friends and Friendliness; Creation of the College Self; Boys; The Co-ed; Religion; Looking Toward the Future; Jobs, Career, Marriage; Commencement.

"There is the right college for every girl" (p. 13). Written in story form, this book previews college life and gives many helpful suggestions to the high-school girl going to college. Lines at the end of each chapter summarize its contents. Outstanding chapters are, "Planning for College," "College Health," "Personal Life," "Creation of the College Self," and "The Co-ed."

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Chapter titles are: Pattern for Living; The New Independence; Getting That First Job; Living Arrangements; Health; Talent for Living; The Office Personality; Home Personality; Friends and the Emotional Life; and The Turn of the Year.

This book was written as a guide for the business girl who is just starting out from either high school or college. "Never in all history has woman's fate rested so greatly in her own hands" (p. 3). The book offers a challenge to the ambitious girl of the business world and has an ample supply of ideas and suggestions on getting the first interviews and eventual job,

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Contents of the chapters are: The Problem; Six Varieties of Girls; Six Varieties of Boys; and The Situation.

"Sex is a major problem of life and living" (p. 6). This book attempts to present an objective picture of the behavior of young people at the present time. Questionnaires were sent out to college students, and the results were satisfactory to the authors. The information in the book is a compilation of these results. The authors feel that the attitudes of girls toward sex today are changing and boys are adjusting to the change. Automobiles, movies, lack of religion, war, and other factors brought a change in sex standards. The authors feel that youth are seeking to deal with their problems intelligently, not as youth of the last generation. This book presents both sides of the picture of sex relationships but leaves the ultimate resultant opinion up to the reader. The book is not prudish, but tells of the results of sex relationships before marriage. "Neither moralists nor scientists can lay down a rule that will be valid for every individual" (p. 282).

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Chapter titles are: Growing Up; Gaining Self-Confidence; Acting Your Age; Growing Up Emotionally; Getting on with People; Living Happily with Your Family; Associating Happily with Boys; Deciding About a Job; The Give and Take of Living.

This book has been written to aid the young girl through a difficult period of her life—adolescence. The author found that girls were helped by being led to think about, analyze, and solve their problems, rather than having them follow so many rules in a set pattern. She challenges the young girl to face life. The purpose of the book is to "give information about certain fundamentals of behavior, to help adolescents by discussing their problems in their own language." It is written in a style which would delight the high-school girl and help her find the answers to such disturbing problems as, "how to get along with her family, problems of boy friends and the true significance of growing up."

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Ladies First—But Me Too; When Hobbies Grow Up; Opportunities for the Handicapped; The Look Ahead; and reading lists.

The aim of this book, which is a predecessor of *Vocations for Girls*, is to not only show boys still in school what occupational opportunities are open to them, but also to spur them on to think about new types of careers for themselves. The diversity of occupations is emphasized. "Never get the notion that the world is against you" (p. 295). "The boy with ability, courage, and enterprise plus skilled hands and brains can cope with the barriers he may meet..." (p. 295).

LINGENFELTER, Mary, and KITSON, Harry, *Vocations for Girls* (New York: Harcourt, Brace and Company, 1939).

Contents include: Choosing an Occupation; The Next Steps; and then discusses thirty-one different vocational fields open to the young girl.

This book undertakes to present a picture of women's place in the occupational world. The aim of the book is to guide young girls toward a knowledge of the occupations which are available and to show them what preparation will be necessary for obtaining a position. The book has high standards for the young girl to meet and maintains that the world does not owe her a living but owes her the right to earn a living providing that she does her part. The book is excellent for the high-school girl because it gives much knowledge about many types of occupations. There is an excellent reading list in the back of the book.

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Chapter headings are: Every Year Is Different; Boyhood Years of Famous Men; Finding It Easy to Grow Up; Finding It Hard to Grow Up; How Old Are You to Your Family; Fitting into the Family Picture; How Old Are You to Your Friends; Fitting into Organizations; How Old Are You to Yourself; Finances; Health; Skills and Hobbies; Jobs; Choosing Your Way Through Life; The Future Begins in the Present.

"Passing from boyhood to manhood is one of the great adventures of life" (p. 5). This good book was written for high-school boys, not to teach them how to live, but simply to offer some suggestions that will help them get along in the world. The book is written in a man-to-man style, and encourages the boy to become mature, to meet the problems that are encountered every day, to grow up in the eyes of their best selves and to become the best that it is possible for them to become. It should be very helpful for young men and older boys.

CHAPTER VI

The Teacher Believes in the Parents

One day Cush came into Molly's office hurriedly and said, "Do you have time to see a pupil now?"

"Why, yes," Molly answered, pushing aside some tests on which she was working. "What's wrong?"

"A very serious thing has happened. A beautiful little eighth grade girl from one of our best families here in Hampton has been caught stealing."

"What did she steal?" Molly asked.

"We found a whole cache of things hidden in her locker—a boy's scarf, some pencils and erasers, a boy's sweater, and a number of things. It's odd, too, because none of it is anything that she'd want."

"Does she have a brother?"

"Yes, but he's just about nine years old. I know the family well and I know she couldn't be stealing to get something she wants or that he wants, either."

"Would you like me to see her in here?"

"Yes, if you will, please. You may have a little trouble with her because she's somewhat embarrassed about this. She's scared to death to have her mother find out about it."

Kathy Dunbar sat quietly with her hands in her lap when she talked later with Molly. She spoke softly and slowly and evidenced her feelings of embarrassment only by lowering her eyelids and biting her under-lip.

Molly talked gently and pleasantly about school and home with her before approaching the problem. Then she said, not unkindly

"Children don't take things because they want them all the time, Kathy, but they do usually have hurt feelings which cause them to take things. Could you tell me how you feel when you are tempted like this?"

"No," Kathy responded, uncommunicatively.

"Do you remember from whom you have taken them?"

"No," she answered again, "just different kids."

"Suppose you tell me the names of one or two."

"Johnny Morton, Billy Spangler, Dave Campbell..."

"All boys?" Molly asked.

Kathy looked at her with a surprised expression and then glanced out of the window. There was silence in the room for a few minutes and Kathy seemed to be lost in a world of thought. Finally she said, "I guess they were all boys."

"Boys are a nuisance sometimes," Molly said, confidentially.

"Oh, they're all right, I guess," Kathy looked straight at Molly and said, "I get along all right with boys."

84 Molly realized that it was very difficult for Kathy to discuss the situation, but she knew that Kathy would have to express her feelings before she could make any adjustment to her difficulty. And she would not be able to bring those feelings out until the fears about her behavior had been alleviated to some degree.

"A great many children take things, Kathy. Some get caught and others don't. The lucky ones are those who do get caught."

There was a look of misery and embarrassment on the child's face, but she said nothing.

"Yes, they are the lucky ones," Molly continued, "if they get their difficulties straightened out. Those who never get caught never have a chance to find out where they're off the beam. And what you have done isn't a crime, you know."

"Oh, yes," Kathy said, in a whisper.

"When a child steals—let's bring the word right out in the open and talk about it—when any child steals, one knows that there are certain situations in his home or his school or somewhere that cause that person to be unhappy and insecure, or

not sure of himself. And, because he has these deep feelings way down inside which cause him to be afraid and unhappy, he has to do other things which seem to give him some feeling of importance."

"But I do feel happy," Kathy protested.

Molly felt that she would admit her difficulties at school more easily than those at home and that the embarrassment of talking about home would be as great for her as the embarrassment caused by stealing.

"I'm glad you do, Kathy, and the fact that you feel happy most of the time will help you work out this situation. Sometimes it isn't easy to tell or talk about difficulties at home, but all of us have them and we're wise if we recognize them and then work them out. It's very silly for any of us to say that we're happy all of the time."

"My brother and I never quarrel. We should always be kind and sweet to each other."

"And that's not easy to do, is it, Kathy?"

Kathy was silent for a moment. "Not when he makes me mad," she said. And then she told Molly about her brother and Molly understood and helped Kathy understand the real feelings she was having about her brother. At the close of their interview she explained that she would have to visit their home, but she assured Kathy that their conversation was confidential. [208] It was arranged that Kathy would come in to see her again the next afternoon.

Later the same day Cush and Mr. Morrow were talking together in Mr. Morrow's office. Cush mentioned the incident about Kathy and Mr. Morrow said, with a frown, "Do you think it's a good idea to have Miss McLane visit the Dunbar home?"

Cush answered, "Mrs. Dunbar will have to find out about it."

"But I wonder if it wouldn't be a good idea for you to talk with her?"

"I think that Miss McLane could handle the situation very well."

"I don't want anything to happen which might disturb our community or our parents, Cush. Mrs. Morrow is creating a better relationship between our homes and our school and I want to be sure it continues. We'll have to be very careful about all of our contacts with our parents."

Cush was annoyed. "If Miss McLane can help our parents as much as she is helping our teachers, we should be very grateful."

"What do you feel she's accomplished?" Mr. Morrow asked doubtfully.

"I would say that the main thing she has done is to stimulate them to help themselves. I couldn't say that she has done so much for our teachers. She has counseled several of them and Clara Anderson and the others, too, are progressing very well. And the study group about guidance methods is proving to be very stimulating to the teachers. We don't have nearly as many children referred to the office for misbehavior as we used to have."

"Why not?" Mr. Morrow wanted to know.

"Because the teachers are working out their discipline problems more effectively. I think that they're beginning to understand children better and are learning how to guide them more adequately."

"And do you feel that this is the result of Miss McLane's work?"

"Yes, I do," Cush answered thoughtfully. "Miss McLane is not rushing into, or urging the teachers into any guidance work. She is moving slowly and cautiously. However, I am very gratified to find more coöperation and a better attitude among the teachers."

"I think that I should talk with Miss McLane before she goes to the Dunbar home," Mr. Morrow said. "I just want to take a little precaution, Cush."

Molly realized when Mr. Morrow opened the subject of the Dunbar case that he was really questioning her tact and diplomacy in making parental contacts and Mr. Morrow admired the way in which she brought the issue directly into focus.

"I think that most parents are concerned about the welfare of

their children," she said, "and they will show their concern if approached in the right way—with sympathetic interest. [225] That is true particularly, I think, of parents from our better homes."

"Evidently you have much confidence in parents," Mr. Morrow said, with a smile.

Molly laughed and said, "Yes, even in Hampton. It would be very difficult to work with parents, or with anyone, unless one has confidence in his integrity."

"And what would your approach be to Mrs. Dunbar?" Mr. Morrow asked.

"Well, first, and most important, probably, would be the need to develop her confidence in me, because without that she wouldn't even be willing to discuss Kathy's problem. Then I should hope to get her real feelings about her daughter and her difficulties. I should hope to have enough knowledge of human nature to understand her point of view. And then in our discussion both of us would need to consider all of the factors which might be involved and which might cause Kathy to steal. It was rather interesting to me that she steals only from boys and it may be that there is some problem with her younger brother." Molly did not violate Kathy's confidence.

"Isn't it rather dangerous to arrive at any preconceived ideas about the causes of stealing?" Mr. Morrow checked Molly.

"Yes, but it is wise to consider all the factors and possibilities."

His cross-examination of her continued with, "Don't you think, Miss McLane, that, in general, it is unwise for teachers to counsel parents?"

Molly answered slowly, "It seems to me that many parents would be happy to discuss their children freely and openly with teachers. I believe that our teachers should have definite training and experience while in college in methods of working with parents, not because parents are different, but because teachers should understand the parent point of view and have experience in ways of approaching parent problems sympathetically.

Many schools are insisting on teacher-parent interviews about pupils instead of report-cards, or in addition to report-cards, and it seems to me that teachers should learn methods of interviewing parents and should develop an appreciation of their contribution."

"You imply that they have a contribution to make to the school."

86 "I think that they do have and I believe that the time is not too far distant for the parents and the teachers to work together for the common good of the children."

"I hope that you will be very careful to incur only the goodwill of Mrs. Dunbar."

Molly presumed that his remark was an indication of his approval and his willingness for her to proceed with further studies into Kathy's problem, and when she left his office she felt that, although no words had been expressed to that effect, she had gained some respect and was in closer accord with Mr. Morrow.

Mrs. Dunbar's tasteful clothing and poised behavior were indicative of her cultural position in the community. Her first response to Kathy's stealing was amazement and disbelief. "There is absolutely no reason for Kathy to steal anything. She has everything in the world she wants."

87 "I'm sure that's true, Mrs. Dunbar. Kathy's manners and her behavior in general speak well of the training you have given her. It's interesting that she has taken things only from boys and yet she feels that she gets along very well with the boys at school."

"Kathy always gets along well with people. Both boys and girls visit her in our home constantly and it has always been open to her friends. I can see no cause for such behavior."

"There are usually several contributing causes to stealing and frequently children express resentment through the things they steal. Can you remember any other instances, even a number of years ago, when Kathy took something here in the home which belonged to someone else? I know that you are as anxious to correct Kathy's problem as we are," Molly said, simply.

88 Mrs. Dunbar thought for a few minutes. "I remember when

she was about seven or eight she took two dollars out of her grandmother's purse."

"What did she do with it?" Molly asked.

"Nothing. She just hid it in her dresser drawer and gave it to us when we accused her of taking it. But there has never been any indication of that kind of behavior since then. Well," Mrs. Dunbar said, with some hesitation, "she does take things from her brother."

"Did Kathy resent the arrival of her brother?"

"Oh, yes. She was four years old and I remember that she slapped him the first time she saw him. But I have impressed upon Kathy that she should love her brother just as all of us love Grandma and each other."

"Has your mother lived with you for some time?"

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"Oh, yes. She's lived with us ever since we've been married. She really manages the house very well for us."

Mrs. Dunbar was somewhat voluble and continued, "Kathy has made remarks at times about partiality toward David, but, there isn't one bit of truth in it. Grandma never buys anything for David without spending the same amount on Kathy."

"But Kathy feels that she shows partiality?"

"She has made remarks about it, but, as I said," Mrs. Dunbar insisted, "there isn't any reason for her to feel like that."

"Sometimes children get ideas like that and their feelings of insecurity become very intense. And, of course," Molly said, thoughtfully, "there are many ways of showing partiality."

"Mother had three daughters and I know that she does enjoy David," Mrs. Dunbar admitted.

"And Kathy probably realizes that. Does she have much time alone with you?"

"You mean Kathy?"

"Yes."

"Well, no." Mrs. Dunbar had evidently not thought of her daughter's need for her companionship. "I suppose that I haven't given her as much of my time as I should have."

Molly ended her interview with Mrs. Dunbar with a pleasant discussion about children's problems, trying to bring in a few points that she felt were true about Kathy. She closed the interview by saying that she planned to see Kathy again and asking Mrs. Dunbar to visit her at her office in the near future.

Molly met Mr. Morrow in the hall the next day and asked if he would like a report of her visit to the Dunbar home. He assured her that he wanted a complete report.

"There are a number of contributing causes to Kathy's behavior," she said. "I talked with her yesterday and she does resent the grandmother's presence very much, not only because the grandmother, as well as the mother, is partial to the boy, but because the grandmother and the mother talk together a great deal and Kathy has no time alone with her mother. From what Kathy said, which must be considered only as her point of view, the father also resents the maternal grandmother's presence. The mother, on the other hand, has evidently been close to her mother all of her life and avoids the responsibility of the home when the grandmother is there."

"But why doesn't the child protest about these things?" Mr. Morrow asked.

"From what Mrs. Dunbar said, the child has been made to feel an obligation of love and affection and I think that Kathy has been unable to express her real feelings of antagonism toward the grandmother, her mother, or her brother. Not only has she been unable to express them, but she has been forbidden to think them and has developed a real sense of guilt about the way she feels."

"What are you going to say to the mother?" Mr. Morrow questioned.

"Of course I shall not tell her my personal opinion, which is that the child resents the divided authority, the partiality toward her brother, the grandmother's presence, and the lack of time and attention from her mother to such an extent that she will find some way of showing this resentment as long as the grandmother

lives with them. And, if Kathy is correct in estimating her father's feelings, he would like a change, too."

"But what will you say to her?" Mr. Morrow insisted.

"I shall try to help her understand these things herself," Molly answered. "She will be willing to correct only those home problems she is willing to recognize. And, after all, I can't tell her that she should make other arrangements about her mother. She must see that for herself."

When Mrs. Dunbar came to the school Molly was kind, but firm in saying, "It is rather difficult for the school to give parents information of this kind, Mrs. Dunbar, and our purpose is certainly not to tell you what you should do."

Mrs. Dunbar said, with emphasis, "I want to know everything that I should know about how Kathy feels and what she has said to you. She doesn't know that I know about this. I thought it wiser not to tell her that I know until I had another chance to talk with you."

"I told her that I intended to discuss it with you," Molly said. She approached the discussion of the grandmother's presence in the home with some caution, but before the interview was over, Mrs. Dunbar began to realize the problems which had developed in the home.

"My husband and I have upon occasion had words about it," she admitted, "but he has been perhaps too lenient in conceding to my wishes."

"You understand that we are merely saying what seems true to us, Mrs. Dunbar," Molly said, "We are interested in Kathy and evaluate situations from her point of view primarily. I don't imagine it is easy for anyone to recognize problems which exist in the home and I certainly admire the way in which you consider these difficulties."

"I think it would be wise for my mother to visit my sister on the West Coast for several months until we have this straightened out at home. After that we can see what plans may be made," Mrs. Dunbar said.

"Do you feel that Kathy's stealing is caused only by her grandmother's partiality?" Molly asked.

Mrs. Dunbar looked surprised and said, slowly, "Well, yes, that's what I thought. What do you mean?"

"Stealing is usually indicative of a whole pattern, or group of insecurities rather than just one thing," Molly said. "Merely removing the partiality of the grandmother will not necessarily stop the stealing."

"I don't believe I understand what you mean, Miss McLane," Mrs. Dunbar said, with a puzzled expression on her face.

"I'm really saying two things, that there are a number of reasons why Kathy feels insecure and that merely removing the causes of the stealing will not solve all of her problems. In other words, a constructive emphasis must replace the destructive influences. Certain patterns of behavior have been established and now new patterns must be begun. But first let us consider some of the other causes of Kathy's insecurity in addition to her grandmother's partiality. Can you understand what these causes are, Mrs. Dunbar?" Molly asked kindly.

"I do remember that Kathy complained about our never having time to do things together," Mrs. Dunbar said, thoughtfully. "She has spoken about other girls and their mothers going places together and sharing interests, but somehow I always seem to be too busy."

"With your mother?"

"Probably. I guess it was mother and I who shared interests and pleasures rather than Kathy and I. And she probably has other resentments about which I know nothing."

"That is probably true," Molly said. "And can you see your way through this problem with Kathy and make plans to develop a constructive, growth attitude in the home?"

"Well, I suppose I should try to plan some activities with her."

"I think that would be very good for her and for you."

"What else do you think I should do?"

"Perhaps it would be enough to make the changes you have

in mind. It will not be easy to work out the situation with your mother, will it?" Molly asked.

"I don't know. Mother has much common sense and I'm sure she will understand this situation, but—we'll get in touch with you later."

Several days later Mr. Morrow asked Molly to stop in his office that morning.

"I met Mrs. Dunbar on the street yesterday," he said, smiling. "She gave me a very fine report about your work with Kathy."

"Mrs. Dunbar is a realistic person and will be able to work things out in the home, I think," Molly said.

"I was interested in your remark the other day," he went on, "about teachers having interviews with parents about their children's grades instead of sending home a report-card. It seems to me that we could try that here in Hampton. I've been against report-cards for a good many years."

"Well," Molly said, slowly, "I think it is a goal to work toward. I'm not sure what the teachers would think about it."

"The important thing is whether or not it's a good idea," [203] Mr. Morrow said, with some emphasis. "Report-cards sent to the home is an abominable practice, and it seems to me that right now is a good time to get teacher-parent interviews started. If we could establish the relationships with a number of homes which you have established with the Dunbar home, we could have better home-school coöperation." He paused for a moment and said, "Do you think that you could sell the teachers on the idea?" [217]

Molly was perplexed. She knew that the teachers would be antagonistic and resentful toward a change as far-reaching as this promised to be. Mr. Cushman's methods of democratic co-operation in the high school concerning matters which related to their work had taught the teachers that they had an administrative contribution, and Molly knew that they would resent Mr. Morrow's aggressive manner of imposing his ideas without at least discussing them together.

"Would you like me to talk with them and see what they think about it?" Molly asked. "Or do you want to have a meeting in which you will discuss it and get their suggestions?"

There was silence in the office for a few minutes and Mr. Morrow said, finally, "We'll have Mr. Cushman call a meeting Friday morning before school and we'll discuss it with them then."

There was open hostility to the idea of teachers having an interview with each parent of pupils in their home-rooms at the mid-semester and again at the close of school. [165] Molly was interested in the fact that the teachers expressed themselves freely and Mr. Morrow was surprised at their reaction, too. Molly chuckled to herself at the realization that the teachers felt more adequate in an open meeting than they had felt earlier in the year.

"Parents will resent it," one teacher said.

"The pupils want grades only," another teacher added.

"There will be no basis for college entrance," still another said.

Molly realized that their opposition was caused by several things. They thought that this new idea would mean additional time spent at school, they did not understand parent interviewing, they questioned the success they might have in working with Hampton citizens, and they resented an undemocratic method of policy changing.

There was such open hostility to the idea that Mr. Cushman suggested that they have another meeting after they had had time to think through their objections and the administration had had time to make plans that were more satisfactory.

Molly and Cush talked about it later with Mr. Morrow. They decided that they could dismiss school a week early and allow the teachers this time for interviewing parents, they could suggest books and other materials on interviewing to help the teachers know how to approach parents, and they should do some foundation work to help their teachers realize the value of this plan to the pupils, their parents, and to themselves. [7]

Molly said, "I have heard that Dr. Watson at Austin University is something of an authority in counseling. I wonder if we might have him talk at our next teachers' meeting? We could have open discussion and he might be able to answer a number of their questions."

Teachers met in little groups to exchange ideas about report-cards and having teacher-parent interviews. Margaret Webster suggested that they have a panel discussion for teachers and parents, the panel to consist of two parents, two teachers, Dr. Watson, and Mr. Morrow.

"I think that any person affected by a change in policy should have a voice in changing that policy," she said, "and I think we should have discussions with the pupils in the home-rooms about this plan before going ahead with it."

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The home-room discussions stimulated intense interest. Pupils were against report-cards and the five-point grading system, but they were not optimistic about their parents' interest or coöperation. And for the next week the subject of report-cards was the topic of conversation among pupils, teachers, and parents. The idea of a panel discussion had brought such approval from everyone that it was decided to hold an evening meeting and to add two pupils to the panel—the high-school president and the junior-high president. Mr. Morrow, Molly, and Cush realized that the plans for the evening meeting should be well-formulated and their strategy well arranged. Molly talked with a number of teachers from time to time and received some worth-while suggestions, especially from the younger teachers. Sally Miller was among the group who volunteered excellent ideas.

"I think the whole plan is grand," she said. "You know, Miss McLane, when you're getting your education you learn many idealistic points of view and when you get out into the field you find the situation realistic and far from the way you have been taught it should be. We learned a lot about the democratic school which doesn't actually exist."

"Well," Molly said, "one system will be democratic in one way

and another school will be progressive in another way. Thank goodness there is no such thing as perfection because then there would be nothing toward which to work. How do you feel about interviewing parents?"

"I suppose I feel like most of the others—unprepared for it, and yet I think it is a swell idea. It should make the schools and the parents closer together, it should help the students because parents and teachers will understand each other better, and I wonder if the interviews might not be an opening through which teachers might make some helpful suggestions to parents about their children." [93]

"You've been doing some pretty good thinking about this, haven't you?" Molly said.

"Well, after all, it hasn't been so very long ago since I was in high school. And there is another thing that I just thought of. We often hear that parents aren't interested in what their kids are doing after they get into high school. My mother was our home-room mother once, and she said that parents felt left out of their children's school lives after they started to high school. Mom said that parents told her that they had felt very close to the elementary school and even a part of the junior-high, but that by the time their children were in high school neither the children nor the teachers wanted them in the picture any longer. My mother tried very hard to interest parents in our high school, but it was just no go because the administration didn't interest itself in them."

Molly was thoughtful for a moment. "It seems to me that we may be able to reach many parents through these interviews. [51] Of course there are some mothers and fathers who really are not interested in their children or in the school, and then there are many parents who seem indifferent, but who really are defensive because they think that neither the children nor the schools want them to be interested. It seems to me that this whole problem of meeting the needs of youth is one for all of us; it means meeting together and working together to plan for those needs."

"Of course it will be impossible to convince many parents that grades should not be given out," Norma said.

"The high school has to give grades because of college requirements and parents know that we will have records. The advantage of these interviews is to help parents understand what their children are doing and to appreciate what the child can accomplish. There are, of course, other values, but I'm afraid that giving grades is a practice which we shall have with us for many years. And if we keep records in our office, both pupils and parents should know what they are. I think it would be wise to discuss the grades which pupils are to receive during the interviews so that mothers and fathers will understand why their children receive certain marks."

A number of teachers read books on counseling and discussed methods of interviewing parents and children during the noon hour. By the time the night of the big meeting arrived, teachers had clarified their thinking and were definitely for or against the plan of parent interviews. They realized that these interviews were not advice-giving sessions, that they were merely a time for greater understanding and appreciation of each other and for discussion of what each child, each parent, and every teacher could do to direct the youth of the community. It was planned to devote the last week of school each semester to these interviews, the time to include three days and evenings so that working parents would have an opportunity to come to the school and meet their children's teachers.

Dr. Watson was the first speaker of the panel and his humor and sensible philosophy made an instant appeal. He established an emotional attitude of calm deliberation and reflective thinking. He talked at length about the advisability of the pupil, the school, and the home working together to solve problems which were common to all. He stressed the necessity of a school environment which made teacher growth possible and a home environment in which parents and children could understand each other.

There were some dissenters among the high-school parents as

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well as the teachers who supported the one parent and the one teacher on the panel who were against the plan of teacher-parent interviews, but the discussion trend was so thoroughly in favor of the idea that those who were against it were greatly outnumbered.

95 The high-school president, a brilliant boy of much promise, made a suggestion which brought him some commendation—that pupils and teachers, together, should talk about and decide upon the grades which pupils had earned in their classes. He brought out the two points that any grade, regardless of how objective it might be, was really a matter of personal opinion, bias, and prejudice, that it was impossible for a teacher to estimate what a pupil had learned in a class, and that grades should be based upon how much a pupil had grown in a class rather than on his comparative rank with other pupils.

The president of the P. T. A., who was one of the panel members and who was among the progressive thinkers of Hampton, made the suggestion that Dr. Watson be engaged, if possible, to hold discussions for Hampton teachers and parents about what they could do to prepare the youth of the community to meet life. This suggestion met with some applause.

96 At the close of the meeting Molly talked with Mr. Morrow and said, "Thanks to your good planning, the whole evening was a success."

BIBLIOGRAPHY FOR TEACHERS

ON UNDERSTANDING PARENTS AND FAMILY RELATIONSHIPS

BARUCH, Dorothy, *Parents Can Be People* (New York: D. Appleton-Century Company, Inc., 1944).

Chapter titles are: Making Parenthood Easier; Prenatal Impressions; All Thumbs; Babies Talk at Birth; The Feeding Dilemma; Keep Clean or Die; The Green-Eyed Monster; Who Is Boss?; Questions You Hope They'll Ask; Is Blood Thicker?; Parents at Intervals; The Careless Age; Good or Bad Neighbors; Inner Devils; Have I Been a Success?

This warm, understanding book on parental problems from the prenatal period through adolescence is both for and about parents. One could not read through the pages that are filled with humor as well as pathos without coming much closer to the dilemmas and difficulties as well as the joys and happinesses of parents. The last chapter, "Have I Been a Success?" brings out some of the fears which assail a parent and explain some of the causes of parental feelings. The book answers the question with, "We will have made a success if we have managed to keep vividly and beautifully alive inside us the capacity for loving and giving, if we have found a way of expressing the urge toward wholeness which lies in the deepest and richest, creative part of us all" (p. 252).

CUNNINGHAM, Bess V., *Family Behavior* (Philadelphia: W. B. Saunders Company, 1941).

Chapter titles are: Family and Family Behavior; Historical Background; How Shall We Study the Family?; Neighbors; More Neighbors; Common Community Forces; Working and Sharing Income; Using Leisure; Adjusting to Community Life; Maintaining Healthy Minds; Careers for Parents; Children and Their Parents; Growing Up; Earning a Living; Families of Tomorrow.

This book is "intended for the student of college age," but it would be of value to the teacher not only as a guide to greater knowledge of family life, but also as a source book. There are excellent references at the close of each chapter and excellent bibliographies. It would be a fine book for teachers to be acquainted with and to recommend to high-school students. Very readable for young people.

D'EVELYN, Katherine E., *Individual Parent-Teacher Conferences*, Unpublished Doctoral Project, Teachers College, Columbia University, 1944.

"If the school is going to accept its responsibility for the personality growth of the child... it becomes obvious that parent-teacher conferences are not an adjunct to the school program... but an integral part of it" (p. 129).

The author of this book feels that time must be allowed for conferences and that, excepting especially difficult cases, "the teachers should, and could, counsel their own parents under supervision," but that an expert be available for supervision and for working with difficult cases. The author feels that student teachers should have training in parent counseling and that, of great importance, is the mental health of the teacher. This project contains many excellent suggestions for counseling techniques in teacher-parent relationships of this kind and gives excellent interpretations of sample conferences.

FOLSOM, Joseph K., *Youth, Family, and Education* (Washington, D. C.: American Council on Education, 1941). Prepared for the American Youth Commission.

The chapter titles are: The Changing Objectives of Education; The Modern Problems of Family Living; Improving Family Life; An Opportunity for Education; Origins and Development of Family-Life Education; The Nursery School and Elementary School; High School Programs; College Programs; Social Group Work Outside the Schools; Family Case Work and Family Counseling; Community and Statewide Coordination of Effort; National Programs; The Distribution of Functions in a National Program; Use of the Impersonal Media of Communication.

This book proffers the point of view that a "new movement—education for family living—is under way. This includes not only education in the schools to give an understanding of one's present or future family relationships but also those educational experiences in the home itself" (p. xiv). There is an inclusive discussion of the modern problems of family living, and there are excellent suggestions as to what different classes and subjects in the school may contribute to family living. "...probably not more than 10 per cent of youth now in high school are reached by all existing high school programs combined... Yet the high school... represents the most hopeful medium for reaching the largest numbers. It is second to no other institution in its importance for education in family living" (p. 119).

GOODYKOONTZ, Bess, and Others, *Family Living and Our Schools* (New York: D. Appleton-Century Company, Inc., 1941). National Education Association Publication.

The chapter titles are: The Need for Education for Home and Family Living; Themes for the Educational Program for Home and Family Living; The Developmental Needs of Individuals as a Basis for the Programs of the Schools; Elementary School Programs; Secondary School Programs; College Programs; Programs for Youth and Adults; The Educational Preparation of Teachers; Activities Designed to Improve the Program of the School for Home and Family Life.

This inclusive book has excellent material on the need for family-life education. "If the schools and colleges largely ignore home and family living and in their teachings, and announced goals relegate marriage and family living to a minor unimportant aspect of life, then we cannot expect young people to think or act otherwise. If schools and colleges stress academic achievement, careers, knowledge and skills for every activity but for living, we must realize how strongly our educational programs are weighted against the family and how effectively they deny the significance of living" (p. 26). The book is filled with practical suggestions for elementary, secondary, and college programs of school-home guidance and

contains beautiful illustrations of activities in the public schools. It not only challenges education with its responsibility for parental and home guidance but devotes the greatest part of the volume to a discussion of what can be and is being done in education for family living. It is a "must" for every public-school teacher's personal library.

LYTTON, Mabel C., *The Art of Interviewing* (Washington, D. C.: The National Education Association, 1929), Vol. 67, pp. 371-376. Proceedings of the Sixty-Seventh Annual Meeting.

Although this paper discusses the art of interviewing pupils, the detailed principles discussed concerning methods and techniques would apply equally well to interviewing parents. The author discusses the importance of the *place* of the interview and the need to hold it where there will be a favorable reaction on the person who enters it, the interview, the interviewer—her personal appearance, attitudes of sincerity, sympathy, and sense of humor, the need for privacy and warmth in the relationship, and gives an excellent discussion of methods of interviewing. The author points out that no two interviews will be identical and gives some broad principles which should be of help to every teacher who is undertaking interviews or counseling. She states that the "great general purpose . . . giving . . . inspiration, self-reliance, and courage" (p. 375) must be in the interviewer's mind at all times.

BIBLIOGRAPHY FOR PARENTS

ON UNDERSTANDING ADOLESCENTS AND THE SCHOOLS

COE, George A., *What Ails Our Youth* (New York: Charles Scribner's Sons, 1927).

Chapter titles are: What Has Happened to Our Young People?; What Ails Education?; When Is a Youth Well-Educated?; Why does Not Religion Supply the Missing Factor?; What Shall We Do with Our Critical Youth?; and an epilogue, Must Religion Grow Old?

Coe discusses the causes of youth's problems and feels that education does not meet the needs of youth and that adults must: *first*, "attack our own [the adult's] ailments at the same time that we attack those of the young; *second*, the young must take part in the attack upon both their ailments and ours" (p. 17). The discussion of what ails education is splendid, and the place of religion in the scheme of life is thought-provoking. There is much inspiration in this little 92-page treatise which should help the parent or teacher obtain some new points of view about adolescents.

COUNTS, George S., *Dare the School Build a New Social Order?* (New York: The John Day Company, 1932).

This pamphlet is based on three papers the author has given before educational groups, their titles being (1) Dare Progressive Education Be Progressive?; (2) Education Through Indoctrination; and (3) Freedom, Cultural, Social Planning, and Leadership.

These three papers give clear-cut thinking and state objectives in education in such understandable language that parents and laymen may be able to gain a vital picture of the rôle of the school today and in the future. "That the teachers should deliberately reach for power and then make the most of their conquest is my firm conviction" (p. 28). This book is included in this bibliography for parents because it is believed that it will help them understand changes that are taking place within the school.

TAYLOR, Katharine Whiteside, *Do Adolescents Need Parents?* (New York: D. Appleton-Century Company, Inc., 1938). A Publication of the Progressive Education Association.

There are two parts to this book: The Parents' Rôle, which includes chapters: Parents Are Still Wanted; Enemies or Friends; Parents Are Also People; Understanding; and Affection with Freedom. Part Two: Adolescent Needs, includes chapters on: Experiences of Their Own; Making Friends; Standards to Live By; A Living Religion; Finding Work; Finding Love; and A Home of Their Own.

This book has been written for parents and the author answers the title question with an emphatic "Yes." "...at adolescence, with the child's maturing capacities to do things for himself, *doing* becomes a relatively less and less important item in the parents' rôle, and *being* assumes the major part" (p. 42). The chapter, "Parents Are Also People" is outstanding and gives a warm picture of the parental point of view. This book is splendid for both mothers and fathers, is very readable, and should help parents understand their adolescents' needs.

WEMBRIDGE, Eleanor R., *Let's Understand Each Other* (New York: The Woman's Press, 1940).

The chapters in this book are forty-four short stories which exemplify how the ego, the sex drives, and the parent-child drives are satisfied or frustrated.

The book contains delightful skillfully written stories which illustrate certain points of view. Each chapter has a brief explanation of the point brought out in the story and questions for discussion. The stories are about young and old, parents and teachers, men and women, boys and girls, and almost any person interested in getting a practical understanding of human nature would enjoy this book of stories which delight and teach. Parents of adolescents would find it of help in understanding both themselves and their sons and daughters.

CHAPTER VII

The Teacher Believes in the Community

One afternoon as Molly was leaving her office, Mr. Kendall, the attendance officer, stopped in and asked to talk with her for a few minutes.

"Mr. Cushman asked me to stop and discuss an interesting and difficult case on which I have been working," he said. "Mr. Fletcher has been ill, as you know, for about three weeks and hasn't been able to help me on this, and Mr. Cushman thought I should talk with you about it."

"Is that the case of the new boy whose parents came here for the father's health?" Molly wanted to know.

"Yes, Bob Hutchins," Mr. Kendall replied.

"Mr. Cushman mentioned that you would be in to see me about him."

Mr. Kendall scratched the back of his head, rumpling his thinning gray hair and said, with a chuckle, "The little rascall He's got me stumped."

"In what way?" Molly asked, laughing.

"He's so darn polite with his slow drawl. He ditches school about three afternoons a week to go out to the golf course and caddy, and then, which I catch up with him and scold him, he acts so surprised that I feel like the guilty culprit."

"Does he need the money he makes caddying?" Molly asked. [107]

"Yes," Mr. Kendall replied. "The family is having some financial trouble with the sick father and moving and everything. And it is my job to see that the kid stays in school because he's only fifteen and is in the eighth grade."

"What would you like me to do about it, Mr. Kendall?"

"Well, now, I was wondering if you would mind stopping by to see the mother. I just can't get heads or tails out of her and she says that she 'just can't do nothin' with the boy.'"

97 Molly's visit to the home revealed that the father was really ill and that they had come from the South to the West for his health. The mother explained that they actually did need the money which the boy made caddying because the father could work only part of the time.

"I'd like to go to work, Miss McLane," she said, pulling her skirt from the grasp of a tow-headed, mischievous child. "But I can't do that with this three-year-old young-un. I ain't got no one to take care of her."

"Couldn't you leave her at the day nursery?" Molly asked. "Bob could bring her home after school."

"Lands, I didn't know there was sich a thing," Mrs. Hutchins was surprised.

"If you went to work and earned enough to take care of the family's needs, do you think that Bob would stay in school?" Molly asked.

"Yessum, I certainly do. Bob really likes school and he thinks the boys and girls in Hampton are grand. And he's crazy about the work they're letting him do on the high-school paper. Bob wants to be a reporter, you know, and he certainly has got plenty of imagination."

"Bob is a bright boy, judging from his records, and he should continue in school. I'll get some information about the day nursery and send it to you by Bob."

"That certainly is sweet of you-all, Miss McLane."

Molly and Cush had a long talk about the agencies in the community which served not only the youth of Hampton but the parents as well.

98 "We should have a listing and a description of all of these agencies," Molly said. [8]

"I wonder if some group here in the high school might be in-

terested in developing one," Cush said. "I think it would be of help to them, to us, and to the parents."

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"How about getting the staff of the high-school paper interested in it?" Molly suggested. "They could put out some feature articles and get the whole student body interested in doing this thing together. It would be an excellent way for the students to learn about their community and develop some appreciation of it."

Cush chuckled. "And certainly we might develop a little more appreciation of it. I admit that I don't know as much about Hampton as I should know." [138]

"I want to send a report about the day nursery to Mrs. Hutchins, so why don't we talk to Bob about this at the same time?"

"All right. You plan to tell him about it after you get your information about the day nursery."

Bob was a good-looking boy, slow in speech which belied the humor lurking in his eyes. "That is a right smart idea, Miss McLane," he drawled, when Molly explained the idea of listing the resources of the community. "And I think a lot of parents will be powahful glad to have this information. My mother was more than pleased to hear about the day nursery."

"It isn't only for the parents that we want to do this, Bob, but for the pupils, too. For instance, we'd like to know what resources there are in the community for you boys and girls who are in school, as well as those who are just out of school, to find recreation besides the corner drug stores and the pool hall." [162]

"And you-all want me to write some articles about it?"

"That's right, Bob. If you could interest the student body in doing this and get all of them concerned about learning the agencies and institutions of our community, I think we'd be doing them a favor as well as the community, don't you?" [199]

"Deed I do, Miss McLane. And what you-all want me to do is to write a stimulating article getting them hepped up about it?"

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"Yes, if you can do it."

"Well, I reckon I can. As a newcomer to this town, I can appreciate knowin' those things. What-all kind of agencies and community resources do you want me to discuss?"

Molly was thoughtful for a moment. "I think any community resource which would be of help to parents, children, and teachers, such as the day nursery, employment resources, recreational possibilities, and places where dental and medical care may be obtained..."

Bob interrupted with, "I get the idea. You just leave this to me, Miss McLane, and I'll get this thing a-goin'."

And Bob did write a stimulating article in the next issue of the *Hampton High Herald*. A number of classes became interested in the study and children discussed the project with their parents. Molly and Cush talked about it with the staff of the paper and it was finally decided to compile the data collected during the entire year, seeking the aid of pupils, teachers, parents, and townspeople.

* * *

Several weeks went by and Molly received a curt little note from Mr. Morrow, asking her to stop in his office the next morning at ten o'clock. With some feeling of concern she entered his office the next day. She could tell by his serious manner that he was perturbed.

"Something has happened, Miss McLane, which must be investigated immediately before we begin to consider contracts for next year. I have wondered about the best way to approach a situation which has arisen and I decided to talk with you about it."

He was thoughtful for a few moments and then went on, "What is your opinion of Miss Miller?"

Molly was surprised and said, slowly, "She seems to be a rather well-adjusted individual and the pupils are very fond of her. I believe Mr. Cushman would tell you what he has often told me, that her teaching of art work is outstandingly superior and that,

in fact, the pupils have developed more interest in art this year than they have ever had."

"Do you know anything about her moral character?"

Again Molly was slow in answering. "I have seen nothing in her behavior which I would consider questionable." She waited for Mr. Morrow to go on.

"One of our Board members happened to be in the Meadows Hotel Saturday night and he called me Sunday morning to say that she was there smoking and drinking and dancing." [158]

Molly relaxed inwardly and the tantalizing thought which came to her mind was evidently betrayed in her eyes because Mr. Morrow continued, "He was calling on a friend who was stopping in Hampton over-night."

Molly refrained from the little "Oh" which insisted on expression and said, instead, "What was Miss Miller doing?"

"It seems that she was with some man and they were having a gay time."

"Miss Miller is a vivacious person, but I can't imagine her going beyond the limits of propriety." [137]

"Well, someone will have to talk with her about it. We cannot have our teachers making spectacles of themselves in the community."

"And she was making a spectacle of herself?"

"That is distinctly the impression I received when the Board member called me," he said, "and someone will have to talk with Miss Miller about her behavior in public. It seemed to me that it would be a good idea for you to handle this whole thing."

It was with mingled feelings of annoyance and professional distaste that Molly rang Sally Miller's apartment bell that evening. Sally was unsuspectingly delighted to see Molly and had no thought of the actual reason for her visit. Molly postponed discussing the purpose of her coming as long as possible. Finally, after inspecting Sally's apartment and admiring some of her prized little treasures, the issue could be avoided no longer. Molly minimized the Board member's reaction and said nothing of Mr.

Morrow's attitude, but Sally was so surprised that she merely stared at Molly.

"The rôle of a teacher is not an easy one," Molly said, trying to help Sally understand the situation. "The teacher must play the kind of a rôle that the community wants her to play. That is, she must be the kind of a person that the community wants her to be."

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"But—this doesn't make sense," Sally finally said. "You mean that because I'm a teacher I'm not allowed to do a little harmless dancing?"

"Suppose you tell me about your evening," Molly said, "and tell me exactly what happened."

Sally exploded with, "But that's it—nothing happened. I have this friend who lives in Austin and we usually go over there to dance on Saturday night. We thought it would be fun to go to the dinner-dance at the Meadows and that's all we did. We had a cocktail before dinner and maybe I was smoking, I don't remember. Of course, we danced later, that's what we went there for. Why, I'm simply dumb-founded."

"This sort of thing is not very easy for anyone, Sally, and it isn't that the Board member, or that Mr. Morrow, objected as persons, they were merely indicating the reaction of the community."

"But I'm a human being like anyone else, and just because I'm a teacher is no reason why I should go around with the doldrums all the time."

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Molly laughed. "I agree with you, Sally, but unfortunately teachers have never been recognized as human beings in some communities. Why, in some places teachers are not allowed to smoke, to go out at night during the week, or to do many things that we take for granted here in Hampton. It isn't that you are doing anything wrong and Mr. Morrow has all the faith in the world in you. It's just that he knows the community well enough to understand what they would consider the right kind of behavior for teachers." [160]

"Having a cocktail, or not having it, is of no consequence to

me because I don't care that much about them, but it does make my blood boil to have people tell me what I can and cannot do, especially if I know that what I'm doing is all right."

"I don't blame you for feeling the way you do, but every teacher has to conform to the standards set for her by the community in which she teaches. If one cannot accept those standards, then all she can do is to make a change. Of course, you know how fond all the teachers are of you. You're really the life of our noon day pow-wows." She looked at Sally with some affection. "I doubt that you will find any community which will grant you complete freedom and I know that no other faculty could think more of you than we do."

"What must I do?" Sally asked, confused.

"That is up to you," Molly answered. "Whatever you decide must be the result of your own thinking. Do you feel that you could stay here and not have an antagonistic, rebellious attitude toward the community?"

"I've never been so embarrassed in all my life and I don't know. I'll have to think about it." 11

"If you can just remember that we are teachers of the young and that they copy us in what we say and do. We're supposed to set a standard and the standards we set are not determined by us, but by the community we serve. You're a grand teacher and the boys and girls think a great deal of you, but you're the only one to decide whether or not the joy of teaching is great enough to offset the limitations."

"I do love teaching and I'm crazy about the kids."

"That's evident." Then, in a lighter tone, Molly said, "Well, I'd better be on my way, but I could enjoy a cup of tea if you have the cup and the tea."

Sally laughed. "How thoughtless of me. I do have both. I might even find a cookie to go with it."

The two teachers laughed and talked for a short time and Molly stayed until she was sure that Sally had regained some poise and mastery of herself.

When she closed the apartment door, Molly stopped for a moment and looked down the silent street. She glanced up at the stars, shining brilliantly through the cool, crisp night air, drew a deep breath and started home. Oh, the life of a teacher! she thought, as she walked past homes with smooth green lawns and bordering iris.

* * *

One of the new teachers in the Hampton High School was a Jewess from the East who had come to Hampton to live with her sister. Rebecca Goodman was an intelligent, energetic woman of about thirty, whose husband had died five years previously. She talked with Molly one day at noon when they happened to be the first two to arrive at the lunch room.

"I enjoy our lunches together," she said to Molly. "Most of the teachers are friendly, and, although there are some who don't go out of their way to be gracious, they are not unpleasant. I couldn't say the same of my last teaching position."

"I'm glad you're happy here," Molly said, warmly. "It makes such a difference in one's work if he is happy and if people are kind."

"It certainly does," Mrs. Goodman answered, with meaning. "I wish I could do something to express the way I feel about the kindness of people toward me ever since my arrival here in Hampton."

"There must certainly be plenty of opportunities to do that," Molly said, with a laugh. "While I think our teachers are, on the whole, very broad-minded, I don't think all of them or all of our pupils reflect that attitude. As you probably know, there are many national groups in Hampton and some of them are not as generous as they could be."

Mrs. Goodman's face lighted. "Is there anything I could do about that?" she asked, eagerly.

"Oh, dear, I don't know," Molly said, with a laugh. "It's dangerous to try anything with these groups, I have heard, and I don't

believe Mr. Morrow would approve your attempting any kind of study out in the community."

"I know what it is like not to be accepted and surely if I were careful and undertook it in the right way, I could help our pupils to understand each other better."

Molly was not enthusiastic about the idea. "Why don't you think about it for a few days," she said, "and then we'll talk about it some more."

A few days later Mrs. Goodman stopped Molly in the hall, saying, "I've worked out some ideas that I think are pretty good and I'd like to talk with you about them."

"And I'd like to hear about them, too," Molly said. "Are you busy this next period?"

"It is my free period and I could talk with you part of it."

They went into Molly's office and Mrs. Goodman began enthusiastically.

"I have gone through my records," she said, "and I have a Negro boy, a German girl, a Jewish boy, two girls from Mexico, and one girl whose parents came from Holland. And all of them are in one class. It's a tenth-grade group with which I've had much trouble. I just haven't been able to develop any group spirit among them. [64] It would be a wonderful class with which to work out this idea of mine."

"But what would the class think of the idea?" Molly inquired.

"I had thought that I could lead our discussion in history to a discussion of the historical backgrounds of national groups in our community without offending any of the pupils who come from foreign homes. Then, if they're interested, they can go right on from there."

Mrs. Goodman's enthusiasm was infectious and Molly said, "What do you mean?"

"It has always been my belief," Mrs. Goodman continued, "that children should share in planning what they are to study and if they are interested, there are a number of things we could plan."

"Your idea sounds good. Tell me some more about it."

105

"I had thought that we might get some parents who would be qualified to visit the class and tell us a little about their homelands and if and why they like our community. Then, I'm sure the children would have ideas about visiting some sections of the community in which different groups live, visiting organizations or institutions of national groups, having demonstrations of what some people have brought over and things of that kind."

"Do you have any such demonstrations in mind?" Molly inquired.

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"Yes," Mrs. Goodman answered. "I have met Gretchen Van Nice's mother, and, in fact, I have visited in the home. They have some of the most beautiful blown-glass objects and Dutch handcrafts I have ever seen. They brought them to this country. I believe that my class would have a very different attitude toward Gretchen if they saw those things. She is a shy, reserved child and talks so seldom that she has made few friends. My whole idea is to have the class share together some of the experiences and backgrounds that they have had and I believe that out of this sharing they would develop more friendliness and group spirit. And I know that my two girls from Mexico would be thrilled to do some research in Mexican art and pottery at the public library."

"It sounds like a fascinating thing for the whole class to do. Why don't you get it started and then see what your idea leads into?"

Several days passed and Rebecca Goodman told about her experiment at the lunch table. "I believe that this project will lead into one of the most meaningful experiences that our class has had. Having a chance to talk about themselves and the historical contributions of their countries is creating a new group attitude. I'm really surprised that they are so interested in each other and I believe that their seeming indifference before this was caused by the fact that they really did not understand each other." [72]

"I think you've got something," Sally Miller burst out.

"What are some of the things the group plans to do?" Margaret Webster asked.

"Well, they're doing most of the planning," Rebecca replied. "They have divided into committees, and some pupils are going to do library research for the different national groups that we shall study, others will see about art demonstrations and bring in outside material, another committee is going to find out about getting speakers, and then there are some things that the class plans to do together. In fact, they plan to start out with a field trip into the community to compare the living conditions of different national groups." 10

The teachers became interested in Mrs. Goodman's experiment and followed it with keen interest and critical appraisal, offering suggestions and making helpful hints whenever possible.

During the study the group kept a scrap-book of their experiences and this scrap-book passed from class to class. Mrs. Goodman summarized the experience as "one way of developing unity among children who are the future citizens of Hampton. If we could reach our parental groups now and do the same thing with them, our community would have fewer reactionaries in it." 10

* * *

One day Molly and Cush were having one of their frequent evaluations of the high school and the teachers and Molly said, "The teachers have become interested in different things and most of them are on a committee of some kind or are following a study."

"I've been surprised that more of them haven't jumped from one thing to another, trying every new idea which comes along," Cush said.

Molly laughed. "They've probably been too busy with what they've begun to try too many things at one time."

"I'm delighted with the increasing number who come to our guidance study group. There were about thirty-five or forty there last week, weren't there?" Cush said enthusiastically.

"Yes, and the best part of it is their interest in doing their own reading and reporting to the class about what they think of different kinds of experiences. There are only a few who haven't become interested in something outside their classrooms. I wish we could do something about Mr. Stewart."

Cush laughed. "You'll never be able to get Mr. Stewart out of his laboratory."

"He is a fine person, sensitive and recessive, yes, but very interesting when he talks about flowers and trees. I wish the community could know him better. Maybe he could talk about plant life typical of this community at a P. T. A. meeting sometime."

"I don't think he'd do it," Cush said reluctantly.

Molly was thoughtful for a few moments, then she said suddenly, "I know what would bring him out of his shell, Cush—a flower show."

"A flower show?" Cush questioned.

"Yes, I've been noticing the beautiful iris, the bridal wreath, and the late Persian lilacs and they're lovely. The spring flowers would be beautiful at a flower show and he could have charge of arranging them. In fact, he could give the whole school, or at least some of his classes, lessons in flower arrangement. Do you suppose he would do it, Cush?"

109 "I don't know. It would certainly be of interest to him. And there are many things he could suggest, I'm sure, to make a success of a flower show. Have you ever known of one being held in a school?"

"Yes, I have, in a small school in the South. The children were working on ways they could beautify the community, and, to stimulate interest in home flower gardens, a teacher held a flower show.¹ They invited the parents to come and see the flowers and had talks on the kinds of flowers they could grow in their community, the culture necessary for different species, and flower

¹ Mrs. Alberta Kirkpatrick held flower shows similar to the one described in this story in the Englewood Public Schools for a number of years in Englewood, Colorado.

arrangement. Parents were as interested as children. Then, after the show, the flowers were delivered to the homes of the sick and to hospitals. They had hundreds of bouquets and the whole school became interested."

"I think our parents would enjoy something like that, don't you?" Cush said.

"I believe so. Cush, I can see the whole thing happening. If we could get our student body interested in bringing bouquets, it would be wonderful. I like the idea of the whole student body doing something together, don't you?"

"Yes, I do," Cush agreed.

"If we can get Mr. Stewart interested."

"And I don't believe that it would be too much work. Our teachers are carrying a heavy load now and we don't want them to feel that they're overburdened."

Molly and Cush talked with Mr. Stewart about a flower show and he, too, was enthusiastic about having one.

"I could teach some of my classes some principles of flower arrangement and they could select a committee to work at the flower show. I think this is a splendid idea."

"What do you think of having it at night and inviting the parents? They would appreciate it as much as the pupils, I'm sure," Cush asked.

"Yes they might really enjoy it," Mr. Stewart agreed, slowly, squinting his eyes and deepening the wrinkles which lined his face.

"Are you interested in the plant life of the Rocky Mountain country, Mr. Stewart?" Molly asked.

"Oh, yes, indeed," he replied, meticulously, enunciating each syllable carefully. "Our plants are very similar to those of the Far North and I'm particularly interested in their cultivation. I've read extensively about them, and, it is believed," he said, confidentially, "that our plant seeds were brought into this section during the Ice Ages and that this locality is the only one that was particularly amenable to their growth."

"I believe that our parents would be intensely interested in hearing about it, don't you?" Molly asked.

"Well, they should be," Mr. Stewart said, explosively. His gray eyes snapped behind his glasses, his stooping shoulders straightened, and his preoccupied air disappeared. "If they would only realize that these flowers and trees are theirs, that they should cultivate them and grow them and keep them from disappearing."

"And improve the looks of the community at the same time," Cush added, forcing back a smile.

"Yes. Why, some of our rare plants in this locality may disappear altogether if people don't realize their value and develop them."

"Why don't you tell them about it on the night of the flower show?" Cush asked, convincingly.

"If? Why, I couldn't tell them about it. I'm not a speaker, I'm a science teacher and a laboratory scientist." Mr. Stewart puttered with some plants on his desk as he spoke to hide his confusion.

"You're the only person who could tell them about the plant life of our community and you're the only one who could teach pupils and parents about flower arrangement," Cush said, with a smile. "We could have some flowers there and you could arrange them and tell why you group certain ones in bouquets. And maybe you have some slides or pictures with flowers in our Rocky Mountains." Cush winked at Molly because he knew that Mr. Stewart's choice lessons in botany were his lectures with slides.

"Well, now—" Mr. Stewart found it difficult to resist sharing his choice treasures.

"That's fine, Stewart," Cush said, patting him on the back. "I knew you'd do it."

"Oh, dear me, what have I gotten myself into," Mr. Stewart muttered, with a half-smile on his face.

The school paper carried announcements of the coming flower show and bulletin boards were made attractive with artistic placards made in Sally Miller's art classes. Mr. Stewart gave many

demonstrations of flower arrangements in his botany classes and taught pupils about the flowers which grew in Hampton.

Over five hundred bouquets filled the tables and banked the walls of the gymnasium on the night of the flower show. Artistic backdrops had been made in the art classes, and seats for parents were in rows in the center of the room. Flowers bordered the stage and were banked against it at the back.

Parents and children moved from table to table and a host or hostess explained the bouquets arranged there. Mr. Stewart became so engrossed in making bouquets and talking about them that he forgot his audience and discussed flowers and Rocky Mountain plants conversationally, as he did in his classes.

Bouquets were taken to the sick and aged in the community and baskets and flowers were taken to the local hospital.

A group of teachers discussed the evening in the teachers' rest-room after the last parents had gone.

"Mr. Stewart was wonderful, wasn't he? I never thought the old boy had it in him," one young teacher remarked.

"I should say that the evening was a success and will certainly bring rewards from the community," Margaret Webster said.

"It was a lot of work for the small number of parents who came, though," someone else said.

"I don't think it was much extra work," Sally said. "We made our backdrops during our regular class lessons and I think Mr. Stewart did his work in his classes. The children did most of the arranging of bouquets."

"It was a good start, I think," Cush said. "If we have one next year, we'll double our attendance. And those who were here tonight will tell others about the evening and a lot of mamas and papas may be sorry they didn't come."

"Let's save the backdrops and the decorated bottles for next year, shall we, Mr. Cushman?" Sally asked.

"You bet. I think that meetings like tonight will help tremendously in letting our parents know that we're a real part of this community," Cush answered.

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guide for courses in high school, as a textbook for teachers and student teachers, as a source book in a number of courses, and as a practical handbook for teachers who want to know "how." The selected references at the chapter endings are relevant, the source materials for every "technique" or "bridge" are abundant, and the explanations of methods are thorough. This book is a "must" for every high-school teacher's personal library and for every school library.

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This book, which undertakes to bring theory and practice together in such a way that educators and teachers can see theories applied, includes the latest ideology concerning school-community relationships. The chapter, "Techniques Used in Community Programs" is clear and applicable, showing how teachers may lead pupils into an appreciation of their communities.

CHAPTER VIII

The Teacher Believes in Her Country

Quite frequently a number of the men teachers joined the women at lunch time and on these occasions there was usually an animated discussion about all kinds of subjects. On one occasion Mr. Arnold, a jovial ex-football player, who was now in charge of physical education instruction, talked with the teachers in a booming voice about what he was doing in his home-room class.

"I'm giving the boys and girls in my class a chance to do some democratic living just the same as I do in sports."

"How are you doing that?" someone challenged.

"I'm letting them talk things out, come to a meeting of minds in the group. [57] That is the way I teach physical education. To me physical education is preparation for citizenship as well as for physical growth and strength. We've got to give these kids some opportunities to live democratically." He laughed heartily and said, "Not that they would have any understanding of what you mean by that, however."

Several teachers had instant reactions to his last remark, and Cush said, "They may know more about it than we think they do."

"At least they could know more about it than they do," Margaret Webster added. [55]

"The best way to get these boys and girls ready to go out into the community is to provide them with experiences in which they can live for the good of a democratic group," Dick said.

"I don't know that I agree with you, Mr. Arnold," Molly said,

thoughtfully. "It seems to me that we should teach democracy, not through indoctrination, but through studying the ways of democracy, knowing how it works, and the good and the bad in our own democratic country." [96]

Cush added, "I agree with you. We have been altogether too lax about teaching the values of democratic living, and most of our boys and girls don't know as much about it as they could know."

Miss Norman, who frequently added interesting, but caustic, bits to the conversations at noon, said, "If you're going to teach a democratic way of life you should also teach other ways of living, other kinds of governmental rule."

"Yes, and let them come to a realization of the values of democracy for themselves," Margaret Webster added. [70]

Dick Arnold's voice took over with, "And what would happen," he said, "if we began teaching the principles of Fascist governments? Why, we would have people at our throats, pronto!"

Miss Norman spoke again. "I don't think it would be necessary to say that you're teaching Fascism. One could describe such lessons as comparisons of governments. I don't think our boys and girls have nearly as much appreciation of our country as they could have. And who's going to give it to them if we don't in the schools?"

"Well, I'm certainly giving my home-room plenty of opportunity to experience democratic living, and those boys and girls are really learning how to express themselves and to think on their feet and to know what they appreciate and what they don't appreciate."

"I'd like to visit your class some time when you're having one of these discussions," Molly said, interested.

"Sure, come in any time, the first period. We really have some bull sessions and I'm proud of the way they're developing a sense of values."

"Why don't you add to your discussions some information about our own democratic government, how it moves and acts,

and bring out some of the principles of how to live democratically?" Cush asked.

"That's over my head," Dick answered.

"I think it's over all our heads unless we study it," Vera Norman said.

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"There's a lot of good reading material out for boys and girls to study," Sally Miller contributed to the discussion. "Let them read for themselves."

"A little research would add to the interest of the class discussions," Molly added.

"I'd like to get my home-room group to do some discussions of this kind," Vera Norman said. [97]

"So would I," Margaret Webster added.

"Why don't we get a bibliography ready so that boys and girls could do some reading on the subject and they could add to it," Miss Norman said. "I'd like to serve on a committee to get it ready if we think it's worth while."

"I don't understand what you'd teach in a class of this kind. It sounds like a lesson in civics to me," Dick said.

"You could bring some civics into it," Margaret Webster said. "And it would be a very interesting way to bring it in."

"It sounds very dull and dry to me," Dick said. "We have such stimulating times in our sessions that I don't want to ruin it by bringing in any dead material."

"That depends on the way you teach it," Molly said. "You can even make a straight civics lesson interesting."

Sally Miller burst out with, "I remember a class I had in high-school that was regular civics, but they conducted it in such an interesting way that all of us loved it. Governmental principles were worked out in the school system as though it were a little city, and all of our officials were elected by the student body. [91] We had a mayor and a council, a city treasurer, and all the rest of it. The officers were elected each year. We had a chance to learn government first-hand, but first we had a regular class in civics in which the principles of democratic government were

taught, the obligations and duties of the officers were clarified, and the students were motivated to accept responsibilities before they took office. I believe that my great interest in national problems grew out of that class."

"I don't see why we couldn't do something of that sort here," Cush said. "We are developing new ideas about student government so why couldn't we pattern our government in our high school after the pattern of the United States government, with each class and each organization having a representative and a senator. We have a president, anyhow."

"It would take a little time to do this," Vera Norman said, enthusiastically, "but I think it's a fine idea, Cush."

"Isn't it surprising how things of this kind develop?" Sally said. "We started out talking about Mr. Arnold's class in democratic experiences and here we are now with the whole United States government in our lap."

Everyone laughed, and Cush said, "At least in our heads, if not in our laps."

Molly said, thoughtfully, "This discussion has been real democracy."

"Well," Vera said, animatedly, "I'm anxious to get started on it. When do we begin?"

"What's the first thing to do?" someone else asked.

"Get our committee on developing a bibliography," Sally answered.

Five members of the group volunteered to work on a bibliography for pupils and Miss Miller gave some suggestions about how and where to find the reading materials.

"I think we should do some reading, too," Miss Norman said, "and I'd like to be on a committee to get some reading materials ready for us."

"That's a grand idea," Molly said. "I'd like to work on that committee."

"Hey, you people," Cush said, "the bell's going to ring in a minute. We've got to move, and," he added, with a laugh, "you've

still got to find out how interested our pupils are going to be in this grand idea of yours."

Dick Arnold swallowed the last of his coffee and said, "I don't know where I'm going, but I'm on my way."

The librarian became interested in what a few of the teachers were attempting to do in their study of democracy, and she was able to get for them a number of books and pamphlets from the library at Austin University. The interest spread to other teachers through the lunch-time conversation, and numerous teachers read or skimmed some of the books.

Sally Miller stopped in to see Molly during her free period one afternoon. "Our committee is having a lot of fun comparing our opinions of the books we're reading and I don't know when I've enjoyed myself so much."

"It's really wonderful how the teachers have taken hold of this idea," Molly said, "and I think it's going to have some far-reaching influences."

There were a few moments of silence and Molly knew that Sally had come to see her about the problem which had existed regarding the opinion of the Board member.

"Has Mr. Morrow said anything to you lately about . . .," Sally asked.

"No," Molly replied. "I told him about your coöperative attitude and the fact that you were big enough to take it 'on the chin' without feeling resentful. I'm sure he was pleased. I don't think that I'll hear any more about it."

"I really do love teaching in Hampton and I don't mind going over to Austin to dance. I'd like to stay here another year at least, that is, if they want me. It seems to me that we're getting a lot of new plans started and I'd like to be able to stay and follow them through. Everything is going so well now among the teachers."

"Why don't you tell that to Mr. Morrow and let him know how you feel about staying?"

"Maybe I will. And I have an idea, too, that I wanted to dis-

cuss with you. I do want to win the approval of the community and I do want to devote myself to some real teaching." [75]

Molly looked at Sally and smiled. "You know," she said, "I think you're a brick to take this thing the way you have. You could have been petty and mean and antagonistic about it."

"And where would that get me?" Sally shrugged her shoulders. "Well, as I said, I have an idea, believe it or not, and I wanted to get your opinion of it. As you know, I have been keenly stimulated through reading I have done about problems of national concern and then, too, I have heard the teachers who were on the panel which visited the Woman's Club tell about what a pleasant experience it was," she paused for a moment.

Molly laughed. "So—you put two and two together."

Sally laughed too. "And that equals a panel discussion about problems of national interest. I thought that several of us could get together and develop some interesting material on some national issue and have a panel discussion for some local group."

"Are you doing this to win approval in the community?" Molly asked.

"No, not altogether, but it's probably one of my reasons. My main reason is that I thought I might contribute something to the community through my readings about national issues."

"It seems to me that there is some danger in it," Molly said. "The people in the community who like to dispute controversial issues might not be very pleasant if they disagreed with what was said. There is real danger in fomenting conflicting opinions."

"I don't mean, necessarily, to discuss controversial issues, but to get facts and information about something which is of concern to all, such as employment. Would you be willing to be on the panel and help if we can get it started?"

"Yes, I should like to very much," Molly answered, immediately, "provided that the administration approves it. I wonder if it would be a good idea to discuss it with Mrs. Morrow, who knows the community better than any of us?"

"I think it would be a splendid idea after we get something

planned so that we can actually discuss it intelligently. What do you think of the subject of national employment?"

"That would be a very good topic," Molly replied thoughtfully. "It is of concern to everyone, there are many facts and figures, and there is much interesting data which you could give. And it isn't as controversial as some other subjects. Why don't you ask Mr. Morrow to be on this panel, too?"

Sally was quiet for a few minutes and then finally said, "I should prefer to have Mr. Cushman because he would be so pleasant to work with. Perhaps we could ask Mr. Morrow to be the chairman if it actually goes over."

"The next thing to do, then," Molly said, "is to get together and plan the panel."

"Swell," Sally said happily.

117 Molly, Cush, and Sally Miller found excellent statistical studies and numerous articles to include in their informative material. Somehow their work did not seem a burden because the librarian was coöperative, and they planned their work at convenient times. The entire committee were pleased with what Sally submitted to Mrs. Morrow.

Mrs. Morrow, too, was enthusiastic and wanted to make numerous announcements about the panel discussion for the Woman's Club. The first panel had been successful, and she was anxious to advertise the second one. Sally demurred, suggesting that it might be wiser to let this first panel on national affairs be less broadly announced.

Had she known how well it would be received and the interest it would stimulate, she might have been less cautious about the announcements.

It was a small group of people who met one evening to hear the panel discussion on national employment, but their interest was genuine and their thinking vital. A stimulating discussion followed the panel, and Molly was surprised and pleased to realize how well informed some of the audience was. She wondered if Hampton were as unpredictable as had been intimated.

But Cush assured her later that the group which attended this first meeting were selective.

The panel members brought out no controversial points, but confined their discussion to facts and data supported by authority. When the discussion ended Mr. Morrow turned to Sally who, he knew, had planned the discussion and congratulated her on the idea and the successful planning which had been done. He was impressed by the fact that two men had asked that the panel be repeated at another local organization. Cush told Molly that it was the first time Mr. Morrow had been impressed so much by the efforts of one teacher.

Molly laughingly said to Sally, "I'll bet I can tell you who our art teacher is going to be next year."

The success of the panel became known throughout the entire school. Even the most pessimistic teachers began to become aware that teachers had a rôle to play in the community.

* * *

The undertaking of the teachers to promote and stimulate a pupil interest in governmental affairs did not progress too rapidly. One class was bored by the discussion, another showed only a desultory interest, and another group expressed themselves frankly about disliking it. However, Mr. Arnold's class and one other group became so enthusiastic that their study continued for several weeks, they did some research, they wrote letters to a representative and a senator, discussed their classwork with parents, and interested themselves in several problems of national concern.

Molly visited Mr. Arnold's class at his insistence and was really surprised at the mature thinking of the pupils.

"Why don't you have your group write these ideas, show how they have developed in the class, and submit an article to a national magazine?" Molly asked.

Mr. Arnold was delighted. "Do you suppose it's good enough," he said, "for others to read about it?"

"I certainly do," Molly said, emphatically. "I think you've done an outstanding piece of work, Mr. Arnold, and I believe that others would enjoy reading about it and could profit from it. However, I do think that your class should develop the article. I'm sure that they can if they will study a few sample articles in the magazine to which you intend to submit yours. They would then understand the form and arrangement which the magazine desires."

Later Molly and Cush discussed the undertaking of the teachers, and Cush said, "Well, some teachers could make anything interesting and others could make nothing interesting." He thought for a moment and then continued, "Last year at this time, though, they wouldn't even have attempted such an experiment."

"I'd like to know why some teachers succeeded and some failed," Molly said. "They had recourse to the same reading material, we talked about methods in the group, and it would be of value to learn why some teachers did not succeed. Surely it could not be because the classes of children were different."

"I think that there are times when the classes are different," Cush disagreed, "but it is then that the teacher must adjust to the kind of class she is meeting. And then, too, some teachers do not have the personalities to succeed in anything requiring as much initiative and flexibility as this required. Why don't we talk about it with them and let them make their own evaluations?"

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"You mean point out the good procedures so that teachers who did not follow them can learn what they did that was ineffective?" Molly asked.

"Yeah," Cush said. "Let's get a good discussion about methods started and see where it goes."

A few days later there was an opportune moment for Cush to begin a discussion about the causes of success or failure in their experience, and he said, "It might be interesting to discuss how different teachers began their classes and see if we can figure out why some groups responded well and others did not."

"I know why mine did not succeed," Vera Norman said. "I tried too hard to make them like it."

"My class had a good start and they were enthusiastic about it," another teacher commented, "but their interest waned and finally ceased altogether."

"Do you suppose," Molly said, "that we could develop from this experience some principles by which we could be guided more wisely in our next undertaking?"

"Well," Miss Miller contributed, "I think the first and most important thing is to begin with where the pupils are and I think that that is one reason why Mr. Arnold's class succeeded. He had laid some ground-work; his pupils were already responding to democratic ideas before they began to study democracy."

"I agree with you about starting where they are," Margaret Webster said, "but I see no reason why you can't teach democracy and practice it at the same time."

"I think there are some children and some groups of children who must work out better group attitudes before they are ready to study principles of democracy," Sally said, emphatically.

"Let's call a truce," Cush laughed and said, "and agree that at least you must start with where children are."

"I'm interested in this discussion," Vera said, "because I think that's where I failed. Instead of letting the pupils plan and begin where they were, I made too many plans and started our discussions way ahead of what they were ready to understand."

"Another principle, then, would be that a study of this kind should be pupil-planned and -initiated," Molly said, "as much as possible."

Dick Arnold said, "I think that the rôle of the teacher is that of introducing interesting, meaningful material. I don't think children have had sufficient research experiences to find all of the interesting data on any subject. I think that the help the librarian gave me was of a great deal of value."

"And I'll bet your group knew where they were going," Margaret Webster said.

"Yes, to some degree they knew the general direction, but there were many changes in their course and many experiences they had not planned. I think that this was one of the most worth-while things we have done in our class. But I was still not able to reach all of the children."

"You mean," Molly said, "that some pupils in the class were completely untouched by the study and the experience?"

"Well," Dick said, reflectively, "perhaps they were influenced more than I thought. Some pupils were vitally influenced and interested, some less influenced, and there were pupils who were on the outer fringe who contributed very little because they put very little into what they were studying and doing."

"But wouldn't that always be true?" Margaret Webster asked.

"Perhaps so," Dick answered, "but I believe that we teachers have to learn much more about how to individualize instruction so that individual differences are considered more thoroughly." [104]

"It's really helpful," Sally Miller said, "to have discussions so that we know where we have succeeded and why and where we have failed."

"Well, I know my next step," Miss Norman said, her lips pressed together and her eyes snapping.

"And I realize more than ever," Sally reflected, "that pupils sometimes have personal frustrations and aggressions which must be brought out, as Dick has been doing. In other words, they have to experience a little democratic living as well as to study it."

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This stirring book is a challenge to administrators and teachers and an inspiration to those who believe firmly in a democratic way of life. The author believes that "the cause of democracy is won or lost with youth by the time they have completed high school—or before they cast their first ballot" (p. 16). He has devoted this volume to helping educators, parents, and citizens clarify the interactive *process* of democratic living and teaching. To those teachers who have an earnest, sincere desire to contribute to the democratic way of life through their teaching and their living, this book will prove of inestimable value.

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National Education Association has published twenty pamphlets on many aspects of national youth problems and current controversial issues. Among some of the popular pamphlets are: American Youth Faces the Future, The Health of Our Nation, Making Our Government Efficient, Race and Cultural Relations, The American Way of Business, Recreation and Morale, and others. Copies are 30¢ each. A list of publications is given inside the back page of each booklet. Address: 1201 Sixteenth Street, Washington, D. C.

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CHAPTER IX

The Teacher Believes in International Brotherhood

Mr. Morrow came into Cush's office one day with a letter in his hand. "I'd like to talk with you and Miss McLane," he said. There was a smile of pleasant anticipation on his face, and it was evident that he was in a mood of geniality and accord.

"I have a letter here from Dr. Rasmussen, the famous lecturer on international coöperation," he said, proudly, as Molly entered the office, "and he would be willing to stop in Hampton on his journey to the West Coast for about half his customary fee. I think it's an opportunity we shouldn't miss, but I wanted to discuss it with you before I presented the idea of having him come to the principals at the meeting this afternoon."

Molly and Cush exchanged glances.

"What is your plan, Dan?" Cush asked.

"Well, Mr. Morrow said, slowly, "I wish that the Board would finance it and that we could have an open meeting in the evening and invite the community. I think that the school should arrange opportunities of this kind for the good of the community as well as of the children, and I'd like to have him make a few remarks in the afternoon to the children at an assembly meeting. Then we could have him give a talk in the evening for parents and teachers." He frowned and continued. "I have been wondering if the teachers would dislike coming to school, however, for an additional meeting in the evening."

"I believe that they would be so delighted at the chance to hear Dr. Rasmussen that they wouldn't miss it for anything in the world," Molly said.

"Why not make it optional and let them come if they want to?" Cush said.

"That's a good idea," Mr. Morrow agreed. "If they want to come we'll be happy, but they will have the privilege of choice."

121 "I think they will all be here under those circumstances," Molly said.

"What is the title of the talk he will give here in Hampton?" Cush asked.

"He will give us the same lecture he is planning for schools all over the country, 'The Public Schools and World Coöperation'."

"I think this is a wonderful privilege. How in the world were you able to get him?" Molly asked.

Mr. Morrow swelled still further with pride. "I read about this lecture tour he is making several weeks ago and found that his secretary, Harry Foster, is a chap I knew in college, so I wrote both of them at the same time and I'm sure that Harry had some influence in getting Dr. Rasmussen to come to Hampton."

"This will be a real treat for all of us," Cush said, enthusiastically, "and it will be wonderful to have him talk for a few minutes to our pupils."

"I think all of them should hear him, don't you?" Mr. Morrow asked Cush and Molly.

"I certainly do," Molly replied.

"Our community will agree that this is a feather in your cap, Dan," Cush said.

"Wait until I tell Mrs. Morrow about this," Mr. Morrow said, slyly. "She doesn't even know that I wrote to them. Say," he added, as an afterthought, "if they're here over-night we might have a reception for Rasmussen at our house. I think Harry might arrange that."

"Sounds like fun," Molly said, "if his itinerary is planned so that he'll be here over-night."

The local newspapers carried a headline story about Dr. Ras-

mussen's visit, and there was greater response from the community than even Dan Morrow had expected.

A number of teachers took notes at Dr. Rasmussen's lecture. Bob Hutchins wrote a feature review for the *H.H.H.*

Mr. Morrow surprised the teachers the next day at noon by joining the lunch-time group. A number of them were profuse in expressing appreciation of hearing Dr. Rasmussen and of enjoying the delightful reception after the meeting.

"I'd like to know what you teachers think," Dr. Morrow said, presently, "about some kind of a discussion meeting between teachers and pupils as to what we can do right here in Hampton to further world coöperation. I thought Dr. Rasmussen's point that if we are ever to have world coöperation it must be taught through our schools was well taken." [183] 12

Molly noticed an exchange of glances between several teachers and for a moment a hot anger swept over her. She realized that Mr. Morrow was trying his best to understand their point of view, and she resented their failure to do their part. Fortunately Margaret Webster expressed herself effectively by saying, "Dr. Rasmussen convinced me that the public schools must not fail to do their part in developing attitudes of world brotherhood and unity."

There was silence for a few moments and finally Molly said, "I'm sure that each of us wants to do his part, Mr. Morrow, and we appreciate the approach you're making to the development of plans for Hampton's schools. I hope that we can meet and discuss what we can do right here in the school to further world coöperation."

When Mr. Morrow left there was a furore of conversation about how they could do more in an already overcrowded schedule, the possibilities of pupil coöperation, and the influences that Dr. Rasmussen had made on the pupils.

"My class is certainly hepped up about it," Dick Arnold said, "and they're really going to town studying what public schools all over the country can do. I think we should have an assembly

meeting and a panel discussion about what we can do here in Hampton." [204]

- 123 "I wonder if it wouldn't be a good idea for all of the classes, or at least as many as are interested, to discuss this topic in their home-rooms before we have an assembly," Cush suggested.

There were stimulating discussions in the home-room classes about their contribution to world unity before the assembly was held.

Mr. Cushman gave a talk at the beginning of the assembly meeting, closing his remarks with, "It is probably true that not a single class in our high school will develop the same plans for contributing to world coöperation through education and it's not our purpose in this assembly to tell any class what it should do. We want to get ideas from you as to what you want to do, if you want to do anything."

Several pupils in the audience asked for the floor and Cush recognized them one after another.

"Our class has decided to make a study of the different peoples of the world and try to understand why they are as they are," one boy said.

- 124 The president of another class said, "Miss Douglas knows some teachers who live in South America and our class is going to begin writing letters of friendship to pupils in several different countries in South America. We thought that friendship letters might be one way of developing understanding between high-school pupils in different countries."

- 125 A studious, slow-speaking boy reported that their class had just completed a unit on library science followed by a discussion about reading materials on international relations, and they had come to the conclusion that there was much difficulty in finding reading materials about the different peoples of the world.

"Our class would like to suggest that the high school appoint or elect two library helpers who could spend as much time as possible gathering source readings about national groups, that they write for government booklets, search through magazines

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and articles about the peoples of the world, and gather a good list of readings."

There was some interesting discussion about the value of library helpers, and it was suggested by a teacher that gathering these data might be a good class project, the two library helpers to be in charge of compiling the data and arranging it in proper form. 12

It was suggested also in the discussion that this group have the assistance of other classes which were working on the problem of reading materials, that these two helpers receive reports from these other groups and that there be a close contact between all groups in need of such bibliography.

One attractive girl who was interested in art mentioned that every class could make a contribution to the study of peoples of the world, that in the art classes it would be interesting to study how the artistic expressions of the people had developed and to make comparisons between the artistic efforts of different national groups.

Another pupil reported that their class had been talking about what they could do or what might be of interest to them in the study of international coöperation and that they and their teacher would like to talk further with someone about some kind of activity. Cush suggested that a committee from the class talk with either Mr. Morrow, Miss McLane, or with him. 12

After the assembly Molly and Cush discussed what had taken place. Cush seemed greatly disappointed and Molly said, "I thought the entire group showed some interest in the discussions and those who contributed certainly made commendable suggestions."

"Of course they knew that the assembly was for the purpose of finding out what different classes who are interested in this subject were doing, so they were primed for the meeting, although it was to be informal. I wish that we had had more groups interested and ready to report what their classes intended to do," Cush said.

Molly smiled teasingly. "Now who's becoming impatient?" She went on quickly. "Seriously speaking, although there were only a few who reported progress in their classes, I believe that others will focalize their thinking. If they do nothing more than to do some good reading about peoples of the world even that will be a step forward."

Mrs. Vargas, teacher of advanced Spanish, who was back in school having recovered from phlebitis, had become enthusiastic about the new interests that were pervading the high school. She was naturally interested in establishing better relationships with the Latin Americas and had perhaps influenced her class in a worth-while undertaking. Three of her most advanced pupils came to see Molly one day and asked her opinion about a project they had in mind, that of writing a series of good-will booklets to the high-school students of Latin America, writing them in both English and Spanish.

"But a number of countries in South America speak Portuguese, don't they?" Molly asked.

"Yes," one of the group said, "but if we get the idea started in Spanish perhaps others would translate them into Portuguese."

"How long will these good-will messages of yours be?" Molly asked.

"Oh, just little booklets," they replied. "They would have to be brief so that we could get them done. It will probably take us the rest of this year and some of next year to write them, but most of the members of our class will continue studying Spanish next year."

"And what are your subjects to be?" Molly inquired.

"We plan to have a different subject for each booklet," one pupil answered. "We would probably have one booklet describing home life, another one describing school life, perhaps one on games and sports, and maybe one on holidays. We wanted to know what you think of the idea."

"Why, I think it's a splendid plan," Molly answered, "but it will be a tremendous piece of work and will mean some real

consistent effort from both the teacher and you pupils. When do you plan to begin?" 12

"We planned to have class discussions about what is to be included in the booklets and then have a committee to do the writing in English. The whole class will work on the translation."

"Is the class enthusiastic about doing this?" Molly asked.

The three pupils laughed and one of them replied, "They show more interest in this than anything we've done so far."

Molly summarized her thinking by saying, "I certainly feel that it is a most commendable idea and I do hope that you go ahead with it and that it grows into being something good enough to be published. You might let Bob Hutchins know what your class is doing. He would probably be interested in writing a feature article for the *Triple H* about it."

Several weeks passed and one day Cush and Bob Hutchins and Carl Nesbitt, the editor of the *Triple H*, came into Molly's office. Cush said booming, "These boys have an idea that I think is super-duper and I want them to tell you about it before they go to see Mr. Morrow."

Carl, a wiry, slight boy of the senior class, said energetically and briskly, "Our idea is this, Miss McLane. We want to appoint a new reporter to the *Triple H* who will make reports to the paper about what each class is doing to participate in the study of international problems. We were discussing this at one of our staff meetings, and, you know how those things go, one thing led to another, and somebody on the staff suggested that we should get in touch with the high-school papers of the schools in which Dr. Rasmussen had talked about world unity and find out what they're doing."

"Well, now, we wouldn't need to limit it to those high schools," Bob drawled, "but we could include any high school that was interested in it."

"Yep, that's right," Carl continued, "we could include any high school that's interested in international unity. Well, we would

have a sort of a high-school international club and would send them reports out of our paper about what our school is doing and they could send us reports of what their schools are doing."

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"A sort of an exchange of ideas?" Molly asked.

"Yes, ma'am," Bob put in. "An exchange of ideas and a little more. We thought that if a lot of high schools grouped together to study what we can do, it would be an influence on pupils as well as a suggestion to other groups," Bob added.

"We feel that our high school is in the front line," Carl said, "and that we've done a lot of good thinking and have made a lot of progress in some of our classes. But we don't know what other schools have done, and we thought that this was one good way of finding out."

"I think it's a swell idea," Cush said.

"So do I," Molly agreed. "I think you boys have a plan which could have some influences on our school as well as on others. It might be the beginning of a way of reaching thousands of high-school pupils and interesting them in world unity. But why limit it only to the high school?"

"What do you mean?" Carl asked.

"Why," Molly smiled and said, "I believe that the local newspapers would be interested in having a weekly column about this."

Cush smiled and winked at the boys. "She's trying to get the community interested, boys."

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Molly laughed and said, "Wouldn't it be wonderful if our interest here in the school could reach out into the community, even to a small group, and help them realize that each person can make a contribution to world coöperation?" [176]

"Say," Cush said, quickly, "why don't these boys tell Mrs. Morrow about their plans? She could certainly stimulate an interest out in the community in what they're doing."

"You-all certainly do have a way of making your interest infectious," Bob drawled. "One person gets sump'n stahted and before you know it the idea spreads clear out to the community."

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I'm plumb fascinated by all the things that go on in this here Hampton High School."

* * *

One afternoon Molly was passing the home economics room and the odors of cooking which filled the halls were so tempting that she stuck her head in the door and looked around the room. Miss Reynolds was helping some girls at a nearby stove, but she glanced up, saw Molly, and smilingly invited her to come in. "We've been making cherry tarts today," she said.

"Um, they smelled so good I had to look in as I passed," Molly exclaimed.

One of the girls in the class brought Molly a small tart on a plate and she watched the girls working busily washing dishes as she ate the tart and talked with Carrie.

"This is an interesting place," Molly commented, looking around. "There is always some excitement in here."

"Why don't you come in this afternoon after school and I'll show you what we're doing?" Carrie asked. "I've often wanted to ask you, but just never got around to doing it."

"I'd love to," Molly said, "if you're sure it won't inconvenience you and if you're not going to be busy."

After school Molly wasted no time going to the home economics room. She noticed some peasant costumes of Czechoslovakia and other countries and inquired laughingly if Miss Reynolds intended to have a costume party.

"No," Carrie answered. "They are costumes I've had for two or three years which I use for my advanced classes in sewing."

"How do you do that?" Molly asked, with interest.

"Well," Miss Reynolds answered, then hesitated. "Perhaps I should tell you how I teach sewing and what I'm doing will be much clearer. Let's sit down up here at my desk and I'll show you my sketches as we talk."

They sat down at her desk and she took out of a drawer some beautifully drawn sketches of girls of junior-high age

"A former art teacher drew these for me and I'm very fond of them. Here is a tall girl with blonde hair and..." One by one she explained the drawings and how she discussed them with her class. "I teach our girls to sew for *people*, not just to sew. The first year every girl studies her own personal appearance and the kind of clothes, hair style, and colors she should wear. We begin with these drawings and they study them to find what they're like. From then on each girl also studies other members of the class to understand what they should wear. They try different colors and help each other find their most becoming shades."

"This is intensely interesting," Molly exclaimed.

"Every girl takes this class in sewing fundamentals before she begins to sew," Carrie went on. "Then, after that, she makes one garment for herself the first semester. The second semester they continue their study of attractive clothes and get more experience sewing. The third year we combine a study of the clothing of people of other countries with advanced kinds of sewing and trimming."

131 "Why, your work is remarkable. No wonder your classes are so popular and you have such large groups," Molly said enthusiastically.

"Oh, yes, I forgot to tell you that in the third year our students make alterations and do other kinds of sewing to help the seventh-graders and sometimes they come in and visit the discussions in sewing fundamentals in which the younger group are trying to understand what they should wear and the kinds of clothes which would be most becoming on them."

"And do the older girls like to take the time for this work?"

"Yes," Carrie said, slowly. "They seem to enjoy it, but I admit that it is considered a part of their third-year work."

"What do you mean by your remark that they make alterations and do other kinds of sewing to help the seventh-graders?" Molly asked.

"Oh, something of this kind. At the beginning of this year there

was a girl in the class whose family is very poor. The mother is dead and there are five children, the oldest ones being twin girls of about eighteen. We didn't know the twins because the family have been here for only about two years and the twins have never come to our school. Phyllis wore the dresses her older sisters had outgrown and they were much too long for her. It was simple to get an older girl here to shorten her dresses for her."

Molly's eyes sparkled. "And do you study the social backgrounds of other countries when you study their ways of dressing?" she asked.

"Not too much," Carrie answered. "I wish we could do more of that kind of thing, but, after all, our purpose in this class is to teach children how to sew. We are, however," she said, with a smile, "doing a little in our way to contribute to greater understanding of other countries."

"I should say that you're doing a great deal," Molly said. "How do you carry out these ideas in your cooking classes?"

"Practically the same way. Instead of studying the clothing of other countries, the girls study the foods of the nations of the world and why they like and eat certain foods. And then, too, they enjoy, in their third year, making foods of other countries, the use of the chili bean from South America, rice from China, and different foods from all over the world."

"This has meant much research on your part, hasn't it?" Molly asked, appreciatively.

"Well, it has developed over a number of years and one thing has led to another," Miss Reynolds said.

Molly leaned back in her chair, smiled, and said, "This has been a fascinating demonstration of guidance through cooking and sewing classes."

Miss Reynolds said, "I'm glad you think so. I do feel that many children are guided toward dressing better and knowing more about how to cook."

"I should say that you're doing much more than that," Molly

chuckled. "You begin with the pupil where she is, teach her to understand herself and her possibilities in relation to what you're teaching, stimulate a group adjustment, motivate attitudes of coöperation and helpfulness, and extend out into broader concepts of understanding people in other countries. It's really splendid."

"Well," Carrie smiled, "I didn't know I was doing all of that. We have boys in the cooking classes, too, you know."

"That's excellent." Molly was thoughtful for a moment. "I thought I had found out about every place in the school in which guidance of pupils' personal problems was being undertaken, but I missed your room. You teachers shouldn't hide what you're doing so effectively," she said.

"I suppose we just go along our way, doing the best we can do, not realizing the value of what we develop," Miss Reynolds said, as they walked toward the door.

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This book is recommended by some of our country's outstanding leaders, and it is hoped that millions will read its compelling, realistic message. Written simply, yet eloquently, it is suggested as a study book for groups and individuals all over the world. It clarifies confused thinking about the "isms" and helps those who are seeking peace and understanding out of the major problems which beset the world today. This book is a "must" in the personal and professional library.

CHAPTER X

The Teacher Believes in Her Task

It was May in the Rocky Mountain region. Springtime flowers bordering smooth green velvet lawns were a riot of color.

Margaret Webster watched with appreciation the rows of many-colored tulips, hyacinths, and other flowers in the Hampton yards as she walked toward Molly's apartment to return a book. A cool breeze lessened the heat of the late afternoon sun as she walked up the long hill that led to the house in which Molly had an apartment with a Hampton family.

She saw Molly sitting on the porch and waved, but evidently her friend did not see her approach. She was looking at the distant hills, purple in the afternoon haze, her eyes moving from the dim outline of Pike's Peak to the high northern ridges. Margaret, too, loved the sweep of land and the view from the home in which Molly lived, and she looked toward the rolling green fields and hills which spread in a panorama toward the Rockies. She walked across the lawn—lacy patterns of shadow and sunlight and up the old stone steps before Molly noticed that she was coming.

Molly gave her an absent-minded greeting, and the two women sat quietly looking toward the far hills for a few moments, a warm friendship between them. An open letter was in Molly's lap, as though it had been dropped there.

"I have had an offer of a position as personnel manager in the industrial field," Molly said simply and passed the letter over for Margaret to read. It was from an Eastern manufacturing firm repeating their offer made one year previously.

Molly gave a sigh and came out of her world of dreams, saying, "I was just debating what I should do."

"Would you enjoy the work of personnel manager of a manufacturing company?" Margaret asked, unbelievably.

"I don't know," Molly answered, thoughtfully. "I debated taking this position last year and realized that public-school work would always have first place for me."

"Have you lost that interest?" Margaret asked. "Or has it decreased?"

Molly answered, quickly, "No, it's still as fascinating to me as it was twelve years ago. There are always new challenges to be met in education."

"Do you have as much confidence in it as you had twelve years ago?"

Molly evaluated the question for a moment and replied, "I still believe that if we could reach our pupils and guide them toward the emotional maturity and social understanding which they have the capacity to achieve, we would improve our society in the United States in one generation. And I think I'll always hold to that belief."

"You're an idealist, Molly McLane."

Molly smiled, "We've talked about that before, Margaret Webster, and I still believe that the supposed realist escapes real possibilities by refusing to work toward the idealistic."

"Well, some people say that the idealist is the one who escapes reality with his perfectionistic beliefs."

They laughed and looked at each other understandingly and Molly said, "I think that both of us have our heads in the clouds and our feet planted solidly in the world of reality."

There was silence again and the thoughts of both went to the potential position.

Margaret said, "It would mean more money for you than you have here."

"Yes, it would," Molly agreed, "but that's not the consideration."

Margaret knew that the salary was not the issue which was causing Molly to give serious thought to a change in position. Molly started to say something, paused, and Margaret said, "Don't talk unless you want to."

132 "I'm trying to make some evaluations of what my position here means to me and to get some perspective of where it is leading," Molly said, quietly. Margaret said nothing and she went on, "I think that we teachers who are unmarried and who live alone have our peculiar problems, the greatest one being the danger of being married to our work. All of us need someone who needs us and in public-school work we are a serious menace to children if we make ourselves too necessary to them or if we make them too necessary to ourselves."

133 "Yes, that is a danger which the married teacher doesn't have to as great extent as the single person. Her emotional desires are usually fulfilled, at least partially, through her family. Unquestionably, there's less danger of her work being a compensation or a substitution unless her married life is thwarting or frustrating. That is one of the reasons why I am greatly in favor of having married women continue teaching."

"I agree with you," Molly said, thoughtfully. "There are many of us who go into this field to find emotional security because of our own lacks instead of to make a contribution through education."

"And the result is that many of us become possessive and want children to become too dependent on us. If some of us don't tie pupils to us, emotionally, we're in danger of becoming frustrated and just plain crabby," Margaret added.

"I was wondering where I am on my pathway when you came. I must know and understand what my work here in Hampton means to me before I can decide what to do next year."

Margaret realized that Molly wanted to talk and she became the good listener who was interested and made infrequent replies and asked questions. Molly talked about the friends she had made in the community and the trips that parents and friends

had shared with her occasionally into the mountains. She mentioned the teas each Sunday afternoon at her apartment and what they had meant to a teacher who was alone among strangers. She talked about the professional challenges she had found in the Hampton schools, the disappointments that had been encountered and the failures that she had experienced, as well as the accomplishments of the year.

"But most important of all," she said, "have been the personal friends I have made among the teachers. In some ways I could settle down in this Rocky Mountain town and be perfectly happy. But I've always felt that I don't want any position or group of people to become so important to me that I can't relinquish them at any time." 134

"You are striving toward a very high degree of adjustment within yourself. It is, of course, just the opposite of being possessive." Margaret looked at Molly fleetingly and said, "You are afraid of becoming so attached to Hampton that you won't want to leave it?" 135

"I was just wondering," Molly answered.

"People become possessive when they fear they will lose what they have. I don't see any reason why you shouldn't appreciate the friends you've made here."

"I do appreciate them," Molly said, quietly. "But I don't want to become so dependent on them or on my position that I must retain them for personal happiness. There is a certain freedom which comes from knowing that you can go right on regardless of what crumbles around you, that you will retain a certain integration within regardless of what happens."

"It is a difficult struggle to reach that kind of integration because it is one in which you are close to people and yet complete without them, you can love but not demand, and you can give as well as receive."

"The friends I've made in Hampton and my position here mean a great deal to me even now. Teachers develop a fear of losing a position or friends when their lives are centered too much on

them. And I believe it's difficult for us to realize when we destroy the freedom of others as well as of ourselves."

Margaret was thoughtful for a moment and said, "I think that's true, and I agree with you, Molly, about relinquishing positions and friends, but I believe that the very freedom one asks for himself and others makes him closer to every phase of living. I don't think that there's any danger of your causing bondage to any person," she said, with a real feeling of affection.

"You imply that there is another danger."

"It seems that there might be. I've noticed many times that different teachers have wanted to do things for you, but you're always so busy doing for others that you forget how to be a gracious receiver as well as a generous giver."

"You may be right, Margaret, but I've never felt any compulsion about doing for others."

"I don't imagine you do." Margaret said nothing for a few moments and then went on. "Molly, I hope you will take what I'm going to say in the spirit of friendship. I think you are making the same mistake that thousands of teachers make each year when they change positions because of personal motives. Some make changes for more money, some of them look for advantages elsewhere. [69] You give of your warmth and love freely, but something inside you makes you afraid to accept friendship from others and, because of this, you are forgetting about your obligations to your work just as much as the teachers who make changes for other reasons."

Molly was so surprised at this statement that she sat up straight in her chair and looked questioningly and doubtfully at Margaret.

Margaret went on. "Yes, I really mean it. To me, doing one's best in a public school for only one year or even for two years is not fulfilling a teacher's complete obligation and I think that, as a group, our failure to realize this is one reason why we don't have as much professional prestige as we should have. Many teachers change positions each year seeking a better place of

employment and, in a way, one could say that they are justified in improving their positions."

"There are two ways of looking at it, though."

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"That's what I mean," Margaret went on. "We have a greater obligation to ourselves than the monetary one, or any other kind of excuse for changing positions, and that is the obligation we owe to our profession. Only by improving our whole profession, our total task, can we improve ourselves individually."

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"And only by improving ourselves individually can we improve the whole profession. Are you trying to suggest, Margaret, that I'm forgetting either point in question?"

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"I don't know. Are you? You must surely realize that, while you've been a very beneficial influence in many ways, Molly, you haven't completed your work in this one year."

"No, I haven't," Molly agreed. "There are many teachers in both the junior high and the senior high who are not guidance-minded and some who are even hostile toward it."

"If pupil growth is indicative of teacher improvement, then we might conclude that many of our teachers have grown. They are learning to stand on their own feet, to express themselves and to contribute to different aspects of school life, and the thinking of both teachers and pupils is not nearly as narrow as it used to be." She paused and Molly completed the thought.

"But the work has really just begun."

"That's true. A number of teachers have learned some guidance methods in their home-room such as stimulating the pupils to discuss group problems and solve them by group methods, but there is much more that all of us need to learn and you have the knowledge and skill to help us."

"Only if I'm clear in my thinking, clear enough to be objective. You are concerned about fulfilling one's obligation to the profession, I am concerned about fulfilling one's obligation to one's self. They are of equal importance to me and I must be sure of my own thinking."

"Don't you believe that you are?" Margaret asked.

Molly looked toward the distant hills for a few minutes and answered Margaret's question with a question. "Both of us do much counseling, Margaret. Have you ever thought of the reasons why you enjoy counseling, what satisfaction it brings you and why you need those satisfactions?"

"I think that counseling is just part of my job," Margaret said.

"What place does it hold in the different kinds of work that you do?"

"First place," Margaret answered, promptly. "Doesn't it with you?"

"No," Molly answered, "but I'm not sure. I think I enjoy group contacts better, but I may have a 'blind spot' about my real feelings regarding counseling. I may not be able to see what it means to me. People do have 'blind spots' and are unable to recognize what they really think and feel."

"Yes, I know that's true," Margaret agreed.

"The danger of making people depend on you through the counseling process is very clear to me and I want to guide people to stand on their own feet. But I have a real love of counseling." She looked out across the fields as though she were looking back into her childhood. "I was reared by a physician-father who was very busy, although very devoted. I grew up hungry for close bonds of affection with people, but perhaps I was fortunate in realizing through experience that one can't be demanding of those one loves. As the years passed, I had to face the reality of my physical size, about which nothing could be done."

"And, because of these experiences, you are willing to give freely of yourself but afraid to expect anything in return," Margaret said, softly. "You are calling it a fear of becoming possessive, whereas, in reality, it may be a fear of not receiving the warmth and love from others that you yearn for—or at any rate of losing it after it has been received and come to be terribly important to you."

Molly was thoughtful for a few moments. Finally she said, "I don't believe that it is a fear of not receiving affection because I

have received it many times. No, the thing that is bothering me is the fear that friendships will become so important to me that I wouldn't give others the freedom that I want for myself and for them, that I would, or might, become possessive and demanding."

The sun was setting behind Long's Peak when Margaret left and the sky was a fiery red as only Western skies can be, tinging the foamy white clouds to the east with touches of pink and gold.

During the closing weeks of school there was the customary rush and frantic completion of work. There was little time for visiting or discussing subjects which were not necessary to the actual functioning of the school. Nothing had been said about the fact that Molly might not be with them the next year, but Molly knew that Cush had heard about it from Margaret. He took many little ways to let her know that he appreciated what she had done and had tried to do. He asked her opinion about changes for the next year, he expressed regard for some of her work and mentioned the improvement made by some of the teachers she had counseled. She knew that in his way Cush was trying to say that he hoped she would come back and that he knew she had not signed and returned her contract.

"I think I'm going to take a look-in at that guidance workshop being held this summer at Austin University," he said. "I hear that you turned down a chance to give some talks during it."

"Yes," Molly answered, busying herself with some papers on her desk. "I plan to spend the summer in Philadelphia."

"I'm glad you promoted the workshop among the teachers. Vera Norman and several other teachers are planning to attend. We'll miss you."

"Thanks, Cush. I understand that about fifteen teachers plan to be there," Molly said.

"Do you suppose you could see them and talk with them about the specific projects you think they should undertake to improve our work here?"

"Yes, I'll be glad to," Molly answered. "I hope that someone

will do some work on cumulative office records, that several will study home-room guidance, and that someone will do some thorough studying in the field of vocational guidance, although it is really only a part of the total picture of adjustment."

"I think some of our teachers have done a pretty good job of home-room guidance during the year. It's interesting, isn't it, that different teachers have busied themselves with different things. Several have become enthusiastic about working with parents, and I shouldn't be surprised next year if we have some parent study groups under teacher direction."

"I'm glad that some of them have become interested in establishing congenial relationships with the community."

"And I think that those teachers who didn't come to the guidance study group or who didn't respond to community relationships, but who have interested themselves in the study of international relationships, such as Mrs. Vargas has done, have really made a contribution."

"Well, it takes a variety of subjects to reach all of the teachers," Molly answered.

Mr. Morrow stopped in Molly's office one morning, looked around the room, and said, approvingly, "You have made this office into a very friendly, comfortable place." He sat down at her invitation and stated his business frankly and simply.

"We have an elementary principals' meeting tomorrow morning, Miss McLane, and I wonder if you could attend it and discuss guidance in the elementary grades. Our elementary teachers feel that we should have some kind of guidance work from the first grade on. It seems to me that a number of these severe cases of delinquency and truancy which stump us in the high school could have been prevented, or at least minimized, if someone had worked with the children when they were smaller."

"Oh, I agree with you thoroughly, Mr. Morrow. And cumulative records would help teachers see the trends in child behavior which are occurring," Molly said.

"I'm glad you do because I have a proposition to make to you,

and, if you believe in prevention as much as remedy, you will be further interested. Our elementary school principals have suggested that you spend your mornings, or at least a part of your time, helping them work out some plans for taking care of their guidance work."

"Oh, how interesting!" Molly exclaimed.

"Yes, I think it is. We won't expect you to do too much actual work. If you can help them understand what they can do in their classrooms and in working with individual problems, and," he laughed, "help them with some of their parent problems, it would be a big start."

Molly looked at Mr. Morrow thoughtfully, wondering if he knew that there was a reason why she had not signed and returned her contract. There was no intimation of it in his manner, which was cordial and frank. She told him then about the industrial position she had been offered. His response was emphatic and direct.

"Do you feel that you have finished your work here?" he asked.

"No," she was forced to admit.

"Do you want to leave?" he asked.

"No," she said impulsively.

There was a pause for a few moments, and Mr. Morrow asked if the work she might do in the elementary grades was interesting to her.

"Oh, yes!" she said quickly. "Every year of preventive work in the younger grades would decrease considerably the problems of adjustment which are necessary in the high school. Let me think it over, Mr. Morrow, and I'll stop in your office in a few days."

After Mr. Morrow left her office Molly began straightening her desk preparing to go home. Her eye wandered over to the chair where Mr. Morrow had been sitting and she thought of his remarks and of the joy that it would be to carry out a long-cherished plan of developing activities in the elementary grades to prevent child unhappiness and maladjustment. Her mind went

back to an interview she had had in the afternoon with a truant boy and she realized that, had his trends in behavior become known when he was smaller, the problem could have been worked out more easily.

Her eye wandered to the book shelves. A picture she had seen so often during the past year of teachers standing there together discussing a book they had read came to her. The book shelves holding her few books on parent guidance brought a picture of the occasional parent who had made choices there. And her room became filled with the boys and girls who had been sent to her at first and who had later come to laugh and talk with her, the teachers who had stopped in for short visits.

A warm tingle of pleasure came over her and slowly Molly realized that these people had come because they wanted to be with her. Physical size made no difference to them; they accepted her for what she was. They asked nothing of her as she asked nothing of them, excepting that she share what she had been privileged to gain.

"And that is theirs, anyhow," she thought. For the first time she realized what it really meant to relinquish people in the full sense of its meaning. She felt a real part of the throbbing, pulsing life of Hampton.

Automatically she opened the desk drawer, took out her contract for the next year, and, in a firm scrawl wrote—Molly McLane.

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Psychology of Nazism, Freedom and Democracy (the illusion of individuality, freedom and spontaneity); and Character and the Social Process.

This absorbing and vital book discusses the real freedom for which man has been struggling for centuries and points out that if he cannot stand it and cannot see his way through life toward real self-dependence and freedom, he will, in all probability, turn Fascist. The descriptions of Fascist and "ism" psychologies, is clear and easy for the layman to understand. Another "must" for the private and institution library.

Story Interpretation

Certain objectives, principles, and methods of guidance and education have been developed and exemplified in this book through conversational style, and the purpose in the Story Interpretation is to point out these techniques for teachers and student teachers who use this volume as a study guide or textbook. The principles appear in the story as they might appear in a real school situation. They will be discussed according to chapter, page, and marginal number to facilitate use of book. The reader is urged to refer to the marginal number in the story part of the book and to relate the principle discussed to the incident or remark in the story.

The first chapter introduces the people in the story, the school environment, and the community setting, and it seems advisable to discuss briefly these characters and their environments at the beginning of the appendix for each chapter.

The administration of the Hampton Public Schools is intended to be authoritarian so that the effect of an undemocratic leadership on teachers might be brought out in the story. The method of teacher selection which is adopted in public schools is one way of estimating the democratic or autocratic philosophy of the school system. In this book the superintendent and the Board selected Molly without conferring with Mr. Cushman, with whom the director of guidance should work closely and who had requested someone to do this work.

Mr. Cushman's attitude of indecisiveness and uncertainty at the beginning of the story indicates further the prevalent autocracy in the Hampton schools, and it seemed necessary to urge him to express his opinions about the work of the director of guidance before he felt free to do so.

As Molly and Mr. Cushman become better acquainted there is evident agreement of ideas. The school situation presents both a challenge and a promise for Molly McLane.

The principles discussed in the first chapter of this interpretation are mainly guidance principles, brought out in the story part of the book, but as the story progresses the broader principles of educational philosophy are developed.

CHAPTER I

PAGE I

¶ 1. The approach to developing a guidance program should be cautious .

The administration in the story makes no effort to "advertise" Molly's coming to the Hampton High School or to anticipate any guidance "miracles." Molly is thereby enabled to begin her work carefully, through studying the school, the teachers, and the pupils, through learning about their problems, and through understanding "where they are" before attempting any guidance work. This work cannot be anticipated in advance of its actual functioning because it begins with an understanding of an individual or a situation at a particular time and progresses onward. Panaceas are not expected if it is undertaken slowly and cautiously.

¶ 2. Every individual has problems.

The philosophy of this book is that every person experiences situations which are difficult to meet, and the heroine of the story is no exception. One admires her courage in doing the thing she thinks she can do despite the physical handicap of size. The story has been planned with the intention of giving her a problem which would be difficult for any woman to meet but of endowing her with the desire to face it through doing the work for which she felt she was qualified.

There are divergent opinions among some mental hygienists concerning whether or not an individual should try to face

"reality" and recognize his problems. Morgan feels that fear as an escape reaction is highly valuable at times but only as a temporary retreat. It should occupy but a small portion of our living and when habituated it causes habitual failures. [157] Wallin, however, believes that an individual who is meeting life adequately and in an integrated way is able to solve his problems in a "frank, straightforward manner." [219] The point of view adhered to in this book is that any problematic situation which the individual himself recognizes should be carefully thought out and methods of meeting it should be planned. The individual who has worked out a wholesome way of meeting life usually recognizes that he has confusing experiences that at times seem overwhelming, but he has also developed a way of approaching these difficulties.

It is hoped that this book will make clear some healthy ways in which teachers may approach the problems they experience.

PAGE 2

¶ 3. Teachers have problems which deter efficient teaching, some of which are similar to those of other people and some of which are peculiar to the profession.

Mr. Cushman's simple remark about wanting some help for the teachers opens the whole area of the recognition of anxieties common to this profession. Beale discusses the many different kinds of difficult situations which teachers face and the fact that teachers are not free to develop their lives as they wish them to be because of constraints placed upon them by the community and by their administrators. [15] A fear of the loss of professional prestige as discussed by Crow and Crow [59] has caused teachers to become defensive about themselves, this defensiveness resulting at times, in rationalization, self-justification, and a refusal to admit that they have problems in teaching and in life. This book introduces a heroine who has a recognized problem and continues on the assumption that teachers *do* have difficult experiences which must be recognized.

PAGE 2

¶ 4. Administrators sometimes recognize pupil needs more clearly than teacher needs.

Inasmuch as the teacher is supposed to come to her position from the teachers college prepared to assume her full responsibilities, it is not surprising that the administrator expects her to be ready to carry out these responsibilities. The teachers college of the future and the student teacher of the future should follow the precedents set by some far-thinking colleges of the present in developing courses and experiences to help teachers achieve better personalities. Townsend suggests two requirements necessary for the teachers college and school of education to assume if they are to prepare teachers to guide pupils through exemplification of their own personalities, namely (1) greater selectivity, and (2) a complete and adequate personnel program which will include classes in mental hygiene, group experiences, activities designed to help the individual adjust his problems, personal counseling, and other phases of personnel work. [216]

Mr. Morrow's desire to have a program of pupil guidance and his refusal to recognize teachers' needs shows a certain shortsightedness which is not surprising in some respects. The administrator expects the teacher to guide pupils. Cush, however, realizes that teachers cannot attempt a pupil guidance program until they are meeting life somewhat adequately themselves.

PAGE 3

¶ 5. One of the basic requirements of successful guidance work is confidence in the individual being guided.

It is doubtful if successful guidance work may be achieved unless the guide "believes in" or has confidence that the individual desires and can reach the goals he sets for himself. The teacher who conducts a class in any subject expecting only a part of the group to understand and learn what is being taught is anticipating the results she will achieve. And, further, the teacher who

expects all of the class to understand what is being taught without individualizing her instruction will probably not reach all of the pupils in the class. However, the teacher who has confidence that her pupils may learn, provided that she reaches each one of them through individualized instruction, will actually help each child learn and grow. The teacher who counsels a pupil about a behavior problem and continues to have confidence in the child, realizing that it is her responsibility to reach that child, may become a successful counselor. Molly's statement about confidence in teachers is a principle which is a basic essential to the successful guidance of teachers and pupils in the public schools.

PAGE 4

¶ 6. Teachers need to develop a wholesome, happy way of life if they are to guide youth successfully.

Averill and many other mental hygienists are stressing the great need for teacher adjustment and mental health. [9] Hopkins and other educators have studied the reactions which pupils make toward teachers, and there is tremendous evidence that they are affected seriously and quickly by the personalities of teachers. [122] The mental health of the classroom teacher may become wholesome and adjustable in some instances provided that means are taken to guide the teacher and the student teacher wisely.

Elsbree points out that at one time teachers' health problems were considered grave, but that when increasing awareness of their need for physical health caused teachers to study and adopt better health habits and to take health precautions, they, as a whole, developed a fairly good physical condition. This book suggests that the *mental* health problems of teachers may be understood and met through guidance and direction. [76]

¶ 7. Teachers sometimes unwittingly destroy child security.

Inadequate training in child development and child psychology may be one cause for the unwitting teacher destruction of child status in a group. Personal unhappiness and concern about emo-

tional difficulties may cause other teachers to become sarcastic in a classroom or with individual children and may cause them to make remarks which will cause pupils to lose prestige among their companions. It should be borne in mind constantly that teachers many times do not purposely seek to tear down a child's relationships with his classmates and in his self-evaluation, and, as Molly has stated in the story, many conscientious teachers unknowingly influence a child in a negative, destructive way. The causes of this unwitting practice are numerous and may be found in the teacher's life outside the school or inside it, or they may result from inadequate education and understanding of child psychology.

PAGE 4

¶ 8. Some guidance activities may be begun in the early phases of a guidance program.

Although a complete guidance program should not be begun at once, there are some activities which may be incorporated into the school practices in the early part of the year. Germane and Germane suggest numerous "strategies" which may be adopted in the high school. [95] Although this present volume is concerned primarily with teacher adjustment and personality growth, some guidance activities are suggested throughout the book.

Some schools begin their guidance programs with a study of the record system and the development of cumulative records so that teachers may refer to them and understand their pupils more thoroughly. Other schools have begun their work in guidance with study groups to acquaint teachers with the techniques and methods of guidance. In some systems a counseling program has been the initial phase of the guidance program. It would seem that the activities begun depend upon the particular school and its needs.

PAGE 5

¶ 9. Economic security is a necessary part, but only a part of the total adjustment needs of teachers.

Prescott has suggested that economic security is important to teachers and that it is a necessary part of the total picture of wholesome adjustment, [175] but it is not the only consideration. It is believed that economic security is one of the basic considerations in developing a better status for teachers, but there are many problems which face teachers in the field of education which are of equal importance if not of greater gravity.

¶ 10. Teachers of the future will, in many instances, become community leaders.

Teachers are faced at the present time with increasingly greater challenges, and Koopman suggests that they, in the future, will become the leaders in the community, [133] that they will initiate community planning, and will assume increasing responsibilities in their own localities as well as in the nation. What will happen if these future leaders are not sufficiently well adjusted to become the right kind of leaders? What reactions will communities make if the schools and the leaders in the schools cannot fulfil community obligations and responsibilities? What will happen to the profession of teaching, and, indeed, is already happening, when the community becomes fully aware that our schools are represented sometimes by teachers whose living and thinking is too narrow, bigoted, and inadequate to meet the needs of youth because they have not had the opportunity to develop a well-rounded way of life?

PAGE 6

¶ 11. The individual being guided must desire self-improvement if the guidance is to be effective.

Guidance and counseling can be effective only when there is coöperation of the individual being guided. There must be a real

desire on the part of the individual to work out his difficulties and to develop a way of life. Rogers feels that the desire to solve one's problematic situations is a necessary correlative of effective counseling. In fact, he feels that "...before counseling can be effective, the tensions created by...conflicting desires and demands must be more painful to the individual than the pain and stress of finding a solution to the conflict." [186]

PAGE 6

¶ 12. *The desire to grow and improve is a part of the very process of life.*

One cannot have respect for an individual unless he respects the life conditions and experiences which made him what he is. Frustrations and thwartings seemingly destroy a desire for growth, but Cabot points out that this desire for self-improvement is a "natural" part of the process of life, a process which is defeated if experience and unhappiness are so great that the wish to grow cannot be realized. [37]

Mr. Morrow insists on isolating teachers as a group, and Molly insistently speaks of them as a part of the great family of "human beings." Neill feels that, because of conditions of teaching, teachers have not been able to be human beings and that one of the greatest needs is that of "humanizing education." [163]

¶ 13. *Self-confidence is fundamental to wholesome adjustment.*

Numerous writers have expressed the point of view that teachers need confidence in themselves if they are to guide pupils adequately. Burnham suggests that the great teachers of the past have been singularly known for the self-confidence they have possessed in sufficient degree to achieve their goals. [33] Morgan feels that the greatest deterrent to happy living and to building an adequate life is the lack of self-confidence. [157]

PAGE 6

¶ 14. *Self-understanding is fundamental to wholesome adjustment.*

The need to recognize one's feelings and to understand how those feelings develop and why they exist is a recognized part of growth and integrated behavior. The guidance worker is less concerned with facts, *per se* than he is with the interpretations an individual makes of the supposed facts. Binger discusses the value of self-understanding [21] and self-knowledge in a warm, realistic way. If the individual can learn to understand and recognize why he feels as he does, it is much more possible for him to accept himself as he is at the moment and to be stimulated to seek higher goals of self-improvement.

¶ 15. *Personal counseling may guide some teachers.*

The stress of living in our complex society causes such a strain on even the best adjusted personalities that many people need to relieve themselves of strong, emotional reactions which deter them in their work. The skilled counselor understands the need for bringing feelings out into the open and expressing them, and realizes that the teacher cannot do her best work when she is burdened by anxieties, fears, and doubts about herself. It has been found that when teachers talked with supervisors sometimes about school problems they frequently changed the subject of conversation to a discussion of their personal problems. [174]

With the increasing emphasis on the personal adjustment of teachers, a long step forward will be made toward preparing them to do that counseling which is necessary for home-room guidance in the high school. It is realized that not every teacher can become a counselor, but it is believed that with education, study, and practice many teachers may become skilful in guiding children. The values of affording children opportunities to talk out difficulties are still to be recognized, although studies in industry and education show the effectiveness of personal counseling.

PAGE 7

¶ 16. Classes, lectures, and so forth, may be effective in stimulating teachers to meet life adequately.

Teachers colleges, in-service education groups, and administrators are recognizing that there are a number of ways of reaching teachers and of guiding them toward building lives of happiness and self-realization. At the University of Denver the student teacher in a class of speech fundamentals begins her work in personality improvement by writing an autobiography, by making recordings of her voice, and by experiencing many speech situations which are intended to help her make the best adjustment possible to those people with whom she comes in contact.

CHAPTER II

In this chapter an attempt has been made to show the influences of undemocratic procedure on teachers and to show the confusion which results when administrators have not worked out their school policies coöperatively. The story of the science excursion illustrates what might happen in a school system in which teachers are given very little consideration and in which they are burdened by detailed record-keeping instead of being given the time necessary to study and understand children and to meet the needs of young people. This part of the chapter is intended to show the effect of poor administration on the professional lives of teachers.

The story of the teachers' room is intended to illustrate the effect of autocratic administration on the health needs of teachers and to show what can be done when teachers join together and, in a tactful way, insist upon having some thought given to their desires. Numerous writers in the field of education have said that teachers need power, not as a force to exert their own will and

to succeed in satisfying selfish wishes, but as a means of fulfilling objectives which should be a part of school administration and which are fair and just.

In this chapter Molly and Cush are united further in their determination to make the lives of the teachers of the Hampton High School more pleasant than they have been and to arrange time for them to assume some guidance activities which are more important than keeping records.

PAGE 12

¶ 17. People sometimes resist change because they fear it.

Teachers who have developed a rigid methodology in their teaching and who are dependent on that methodology for their security may be resistant to change. Any seeming encroachment or potential threat to that security will usually result in strong resistance and will cause teachers to oppose changes or new kinds of work which they really feel would be beneficial to themselves or to their pupils.

Cabot gives an interesting discussion of the conflict between the desire for growth and a resistance to change, this conflict revolving around the individual's needs, his desires, and the agreements he makes with himself and with others. [37]

Molly recognized that some of the teachers in the school were already doing excellent guidance work and suggested that they have a part in all new plans. Her recognition of their constructive importance in the school work should have alleviated, to some extent, their fear of attack and their resistance to change.

Beard discusses the importance of the teacher and suggests that, because she comes into contact with all sorts and kinds of children, works with all races, religious groups, and economic levels, the teacher has a unique contribution to make to the world. [16] When she begins to realize the full significance of her potential contribution, she will resist change less because the fear of insecurity in the profession will have been alleviated.

PAGE 12

¶ 18. *Guidance should be begun with a recognition of each member in the group.*

It has been mentioned before that guidance should begin with "where people are" and it would seem that this principle should extend further to an appreciation of the contribution each person might make to the whole program. An appreciation of every individual is a basic consideration in our democracy, as Carr has brought out, [39] and the members of a democratic institution such as the public schools are supposed to represent, have an appreciation of and are eager to recognize, stimulate, and to effect the contributions of each member of the institution.

Molly suggested only the development of "those guidance plans which *they* thought would be of value." In making this remark she has not only shown some appreciation of their potential contribution, but has included them as an integral part of the plans which would be formulated.

¶ 19. *The emotional climate of a school should be conducive to coöperative enterprise.*

A realization that teachers cannot guide youth as effectively as possible unless the emotional climate of the school is conducive to teacher integration is being brought out in educational writings with increasing stress. Fenton feels that one of the criteria for estimating the mental hygiene program for any school includes a consideration of the conditions under which teachers work and that it is imperative that the emotional climate be stimulating. [81] Prescott stresses the importance of having freedom in creative thinking to such an extent that the teacher has a feeling of personal worth. [175]

In mentioning her belief that the school should develop an emotional climate which would make it possible for the teacher to build sound mental health, Molly allies herself as a friend of the classroom teachers of Hampton.

PAGE 12

¶ 20. *The school should be an integral part of the total community life.*

The concept of the community-centered school is gaining strength in educational writings, but its actual application in today's schools is not progressing as rapidly as might be desired. There are a number of reasons why this might be true. The school might not actually represent coöperative enterprise within its own framework, as was discussed above, the community people themselves might not be understood by the school, the relationship between the school and the community might not be one of amity, or the school might not conceive of itself as being community-centered. There are some instances, too, in which the community is assuming leadership and is forcing change on the school.

The administrators of the public schools should be amenable to community interaction and should, in fact, initiate it. As Beard has stated, "The school is not set apart from society on an academic hill," [16] and either it will become an integral part of the community or in time change will be forced upon the school.

PAGE 13

¶ 21. *Unified effort is sometimes necessary for teachers to obtain a fulfilment of real needs.*

It would seem that there are two points of view concerning unified effort among teachers. On the one hand there are those writers and exponents of giving teachers power and force and then there are some educators who feel that the teacher's task is confined to the classroom. Kilpatrick is one of the far-thinking individuals who says that "for teachers to become simply one more pressure group organized principally for selfish advantages—this I hope we may never see." [129]

However, there are real needs among teachers which at times are not met by existing conditions in the school. The field of

industry learned long ago that rest periods and a place for resting were advantageous for production and yet there are many schools in the country which do not provide a rest-room for teachers where they might be relieved for short periods from the tensions which exist in any classroom. When real needs are ignored, unified effort is necessary. The administrator of the future must be one who is cognizant of the physical and emotional needs of teachers if the profession is to attract talented young people and keep them within its ranks.

PAGE 14

¶ 22. Teachers who are specialists in given areas should share their knowledges with other classes and groups.

There is a trend in education toward having every teacher acquainted with a number of subject-matter skills and a specialist in one or two particular areas which are of vital interest to her and to have each teacher share with any other interested classes and groups those knowledges in which she excels. This effort would develop greater correlation and interrelationship between groups and would give pupils an opportunity to have the best instruction possible through a number of sources. In such a practice teachers would be expected to hold discussions about their particular field of specialization in any group which was devoting its attention to that subject.

It was evidently a part of the plan of the Hampton High School to have teachers share their knowledges with a group desiring them, but the problem of detailed office work obscured this more important policy.

PAGE 16

¶ 23. Teacher responsibilities should be clarified by the school.

In a situation similar to the field trip planned in the story, the community is inclined to blame the administrator, the administrator may place the fault with the teacher, and the teacher fre-

quently feels that the pupils should have made more adequate plans. The question of "blame" is a moot one. The real issue may be found in a clarification of responsibilities in which all parties concerned share in the designation of those responsibilities.

The administrative value of informing teachers of their obligations through a manual or handbook issued yearly and developed with the coöperation of the teachers may be realized immediately. Most high schools and some elementary schools issue daily and weekly bulletins, but while this practice is of much help to the teacher, a yearly book of regulations, rules, and responsibilities would be of great value in clarifying the philosophy and the changing policies of the school. Teachers who are new in a school system would find such a manual of invaluable assistance, and teachers who have been on the faculty for some time need some refreshing at times as to the policies of the school even when they have helped formulate them. In an interesting little article Curtis discusses the values and contents of handbooks or manuals. [60]

PAGE 17

¶ 24. *The community has its part to play in the mental hygiene of the public school teacher.*

If teachers in the public school feel defensive toward the community about their work, they may seem to ignore community opinions or they may become so indecisive that their contribution is questionable. Misunderstandings, blame, and criticism have no part in the coöperative interests of the school and the community, and, just as the school must assume a part of the responsibility for building rapport with the community, so the people of the community have a rôle to assume in helping the teacher and the administrator to grow and achieve. In one flourishing community the parents became so incensed because the school seemingly did not teach their children some of the skill subjects to their approval that they began having meetings to force the school to take action that was strongly against their philosophy. It was a natural result that the teachers in that particular situation felt

defensive and antagonistic toward the community and took every opportunity to widen the gulf between them.

Rivlin feels that there are some problems which arise out of the community and which are disturbing to the teacher and that "any sound program of mental hygiene in the schools must, therefore, include adequate provision for securing the intelligent coöperation" of everyone who is a part of the whole scheme. [181]

A more inclusive discussion of teacher-community relationships will be included in a later chapter in this book. It is sufficient at this time to mention that whenever these relationships are not mutually satisfactory, there is a possibility that teachers will feel defensive about their work and about themselves.

PAGE 18

¶ 25. A feeling of futility and of being a misfit causes some fine teachers to turn from the field of education.

The percentage of turnover that is to be noted in the public schools is stimulating some interest in ascertaining the causes of the motility of school people. There are, of course, many reasons why teachers and administrators change positions, but it is almost certain that one of the basic causes of this restlessness may be found in feelings of futility and frustration.

Burnham has emphasized the need for success as a requisite to normal behavior and feels that this need is universal. Not only do children need it, but adults become depressed without it. [34]

Neill describes the teacher who feels frustrated in her work in vivid terms when he says, "Most teachers have a more or less vague feeling that their work is pouring water down a drain. In a way the teacher who thinks that his little subject is a big subject is the lucky one. The really tragic teacher is he who feels keenly that he is giving his best to an unworthy cause, fighting a battle under a flag he does not honour." [163]

PAGE 18

- ¶ 26. *Condemnations and judgments against teachers have little administrative value.*

It seems to be a common fallacy to blame the other person for failures of those one wishes to protect and, instead of realizing that there were administrative failures in the high school, Mr. Morrow found it convenient to blame teachers for the mishaps within the school. Molly and Cush, however, turn the conversation to a constructive means of alleviating the difficulty.

PAGE 19

- ¶ 27. *Teachers should be relieved of some work if more important duties are expected.*

Many teachers feel harried and hurried by the rush of fulfilling a certain amount of work each day and even the thought of additional work is objectionable. If the school is to become an institution for teaching hearts as well as heads, some time must be allowed for guidance work. It is imperative to relieve the teacher of some detailed routine if she is to assume additional guidance work.

- ¶ 28. *Directing pupils toward participating in the actual work of the school is a part of the guidance program.*

Molly's suggestion of teaching some of their advanced commercial students how to work on teacher's reports and records is of two-way value. It would be of advantage to the teacher and would give students an opportunity to develop skills and abilities which they might not have until after their school experiences. One school system has had a teacher-helper plan for seven years to relieve the strain on teachers and has found that with a full-time helper the teacher has more time and can handle fifty pupils satisfactorily. [105]

PAGE 20

¶ 29. *The administrators of the future will concede a more important rôle to teachers than they have had in the past.*

There are some school systems in which administrators must force responsibility on the teaching staff because teachers have been unaccustomed to assuming administrative obligations and some do not wish to take part in the administrative work of the school. There are also some schools in which teachers insist on being a part of the administration of the schools, and then, too, there are some fine schools in which administrators and teachers together work out common problems of school administration.

PAGE 23

¶ 30. *Guidance techniques, such as classes and study groups for teachers, should grow out of felt needs.*

The principle of guidance work as a resultant of felt needs may be compared with Busch's first principle affecting group work—that the individuals desiring recreational activity have a real desire for it and feel a real need for activity. [35] Cabot cautions that needs grow out of a recognition of one's self and that a felt need will not be recognized until the individual has had some experience to point the way to the need. [37]

In the story there are two incidents—the child with epilepsy and the teacher with phlebitis—which brought out the need for information about physical health.

CHAPTER III

In this chapter we see Molly getting deeper into the guidance of the Hampton teachers. The chapter pertains to counseling approaches and techniques and includes a number of methods and

detailed explanations of principles of counseling. These principles are described in much detail because every teacher is a counselor, whether recognized as one or not. Any time that a teacher talks with a child alone about his school work, his behavior, or any life situations he is facing, she is, in reality, counseling the pupil. It has been mentioned that it might not be advisable for every teacher to be considered as a full-time counselor for the schools, but many contacts with teachers are really situations in which the teacher is guiding the pupil. The term "counselor," as expressed in this volume, refers to any teacher who is directing the thinking of a pupil regarding his personal experiences.

The techniques of the counseling contact with pupils are foreign to many teachers, and, although mental hygiene classes in teachers colleges have trebled in the last few years, less than half of the students attending college have the benefit of courses in mental hygiene. [19] Few teachers and student teachers have had experience or education in the techniques of counseling, and, although this particular phase of guidance is considered throughout the book, this one chapter is devoted particularly to counseling.

Molly's experiences include, in this chapter, one contact with a pupil, one contact with a group of pupils who are disturbed, and three counseling experiences with teachers. The purposes in developing these three contacts with teachers are not only to exemplify counseling methods, but also to show some kinds of confusing experiences which deter teachers from their greatest efficiency.

PAGE 27

¶ 31. *An adequate system of record-keeping facilitates a counseling process.*

An adequate plan of record-keeping in the public school is a part of the effective guidance program, and the data which Bragdon and others feel essential for college students [28] might

also apply to the data considered essential for high-school students.

These data include measures of general and differential scholastic aptitudes, study habits, vocational interests, scholastic interests, educational and occupational goals, and social and family background. Strang also feels that adequate cumulative records are an invaluable aid to counseling. [207]

Although the counselor must be interested primarily in guiding the student to an expression of *his* feelings about a problematic situation, he will find the data he may obtain from a pupil's record over a period of years a guide to the pupil's difficulties and an evidence of the trends of his behavior patterns.

PAGE 28

¶ 32. An oblique or indirect approach to counseling may prove effective in some cases.

In some cases in which a pupil's problem is not too grave and when other factors lend themselves to an indirect approach in counseling, the teacher may find it advantageous to suggest that the pupil help her perform some simple task as they talk. It is impossible to give any predetermined rules about the instances in which this indirect method is valuable, but it is a method which has been found helpful when the emotional disturbances of the pupil are not exceedingly severe and when the problem situation is not very grave.

This oblique method would not be effective with some of the people that Molly counsels later in the book. The student teacher and the teacher are urged to compare this approach to counseling with other approaches throughout the book.

¶ 33. The counselor should let the counselee know that his point of view is the one that is desired.

Sometimes young people and adults have difficulty in clarifying and expressing their own feelings, but the wise counselor is one

who realizes that the pupil or teacher must bring his own feelings into verbal expression.

Molly's desire to have Jeanie understand and bring out her own point of view is the primary purpose in asking Jeanie for the cause of the trouble, although it might seem that Molly is urging Jeanie to criticize Miss Norman. There is therapeutic value in this relationship if the counselee knows that the counselor is interested in his feelings and his point of view.

PAGE 29

¶ 34. It is the responsibility of the individual being counseled to solve his own problems.

Rogers believes that the counselee's responsibility in solving his problems should be made clear the first time a problematic situation is discussed. [186] If his suggestion is followed, the counselee cannot condemn the counselor for errors in the solution to his problems. He, alone, must assume the credit or the blame for what befalls him.

Molly helps Jeanie understand that the challenge of her difficult situation with Miss Norman is one which she must meet. However, Molly does try to help her formulate some possible solutions.

¶ 35. It is the obligation of the counselor to direct the counselee's thinking toward constructive methods of meeting a difficult situation.

If this basic principle in the counseling process is neglected, the whole value of counseling becomes questionable. The teacher who talks with a pupil about some difficulty he is experiencing should try to guide him toward thinking through some possible way in which he might meet the situation which he is facing.

In the story Molly interprets Jeanie's dislike of Miss Norman as well as her dislike of apologizing and guides Jeanie to a realization that unless she really wants to work out the problem with Miss Norman, very little could be accomplished.

PAGE 30

¶ 36. The counselor should express approbation at times during the counseling process.

The desire for social approval is an urge common to most people. An individual who is experiencing a problem of any degree of gravity will expand toward the individual who is sincere in noticing something commendable about him. This warmth of personal feeling emanating from the teacher or the person who counsels a child or an adult will pave the way for an empathic relationship which in itself is real therapy. Tiedeman has found that the characteristic most frequently disliked by pupils is teacher ridicule and sarcasm [215] and certainly there is no place for them in counseling. Nor is there any place for criticism, indifference, or disdain. On the contrary, there is need for expression of approval at times from the counselor.

¶ 37. Another indirect approach to counseling may be made through stimulating the individual to discuss a happy experience before discussing an unhappy one.

In a counseling situation such as we find between Molly and Vera Norman, the counselee may be urged to discuss an experience which has brought joy even though it has meant deprivation. Miss Norman is urged to talk about the two children she had reared and to share the pleasant memories of the past, leading from this positive experience into the situations which are causing anxiety.

Teachers may counsel pupils through this method by having them talk first about some pet, a picnic, or any joy the child has experienced, directing the discussion toward a consideration of the problem that is causing disturbance if the child is ready to discuss it.

PAGE 30

¶ 38. *One of the main purposes of the counseling situation is the expression of deep feelings and the relief which this expression might bring.*

In an approach to counseling such as is being described in the Vera Norman situation, the discussion might lead naturally into the personal experiences and frustrations of the individual.

We find that Miss Norman talked first of the great love and affection she had felt for her sister's two children and she made a comparison between what she had given them and what she had experienced in her own childhood. There was then an easy transition into the unhappy experiences which she was experiencing in her professional life.

¶ 39. *After feelings have been expressed, the counselor may lead the counselee to a consideration of plans for the future.*

It is not sufficient merely to stimulate a person to express his feelings. At times he may need constructive guidance in developing his own plans for the future. Elliott and Elliott discuss the dangers of refusal to recognize the needs of the self and urge that every individual plan how he may develop real security, which, they feel, is the key to adjustment. [73]

In asking what Vera Norman's plans are for the future, Molly accepts the experience of the past and urges Miss Norman to consider the future.

¶ 40. *The "self" should be the central foci in plans for the future.*

A consideration of the self does not mean selfishness. On the contrary, it means a self-regarding sentiment without which an individual can have no appreciation of other "selves." A genuine self-regarding sentiment makes one more aware of the needs of all human beings.

Molly's question about "do some things for yourself" is made in the spirit of urging Miss Norman to develop a genuine realization of the richness of a full life.

PAGE 31

¶ 41. *The counselor may help the counselee make some interpretations of his own feelings.*

Psychologists and psychiatrists emphasize that individuals sometimes need some help in interpreting their own feelings, and, although a layman would not attempt to make these interpretations for the counselee it is frequently possible for one person to help another understand himself better. Some excellent work has been done in interpreting the feelings of children.

In the conversation between Molly and Miss Norman, Vera has just expressed little regard for her position. It is the thesis of Crow and Crow that there is high correlation between teaching success and personal satisfaction in one's work, and, if this is true, one might believe that Miss Norman's lack of success in her work was correlated with the lack of personal satisfaction, which, in turn, might be caused by insecurity with children. A realization of this possibility caused Molly to anticipate the possibility of Miss Norman's uncomfortableness around her pupils.

PAGE 32

¶ 42. *It is sometimes helpful for the counselor to identify himself to some extent with the counselee.*

There are times when rapport may be established between counselor and counselee if the counselor makes some slight reference which would identify himself with the counselee's experiences, but it should be remembered that the time of the counseling is for the expression of the counselee's problems, not the counselor's.

The counselor should never become so involved with the counselee or his difficulties to lose objectivity and the ability to esti-

mate a situation clearly and impartially. It is sufficient for him to let the counselee realize that he is talking with someone who has a real understanding of his difficulties.

This principle is applicable particularly to teacher-pupil counseling. There is real therapy at times in guiding a child to realize that his teachers and superiors had problems when they were children which were similar to his and that he is not "different."

PAGE 32

¶ 43. *Bibliotherapy, or therapy through reading books, may guide the teacher's adjustment.*

The therapeutic value of finding surcease and relief through reading and finding one's answers in books, provided that the emotional disturbance is not too severe, is just now being realized. There are many possibilities in various counseling situations in which bibliotherapy is of value, and the Palo Alto Clinic in San Francisco combines counseling and reading books at the same time.

In the present volume bibliotherapy is suggested as being of value for individuals whose problems do not necessitate deep therapy, such as that of improving personal appearance. Research and experimentation may find in the future that therapy through reading books has some remedial value.

Knox feels that administrative and supervisory officers of a school system should be responsible for making available to teachers who are in service an adequate supply of professional books, magazines, and many other work materials necessary for in-service growth. [132]

PAGE 34

¶ 44. *A calm, poised, thought-provoking challenge may quiet an unruly group.*

A secure teacher who is adequate to meeting problem situations may be recognized in times of stress by her unruffled, calm

behavior and by her ability to meet vexatious situations with poise.

In the story Molly surveyed Miss Anderson's group quietly, waiting for order to be restored, and, without condemning in a negative or irascible manner, challenged their thinking in a firm way. Her confidence in controlling the situation was expressed through self-restraint, through depth in pitch of voice, and through the command she had of herself as well as of the situation.

PAGE 34

¶ 45. Objective impartiality is an essential characteristic of the successful teacher.

Firth has found that the characteristic that students like the most in their teachers is that of being fair and it may be that the teacher who is disturbed within herself or who has inadequate understanding of teaching qualifications may not realize unjust and partial practices which she adopts. [85] In individual relationships, as well as in group contacts, the teacher and counselor must be conscious at all times of the need to obtain differing points of view among pupils and between individuals who disagree.

In the story it was pointed out that both the teacher and the class should have an opportunity to express themselves and when the pupils learned that Molly was really interested in what they thought of the situation they were voluble in giving their own reactions.

PAGE 35

¶ 46. A direct offer of help may prove effective in counseling.

In times of great frustration, antagonism, and feelings of failure, the counselor may adopt an attitude of objective helpfulness. In cases in which the counselee feels that he or she has reached an impasse, a place beyond which he cannot progress, an offer

of help through the school or through any objective means may open the way for working out the problem.

Molly did not offer her personal help but asked if there were anything the school could do to be of help. This offer made it possible for Miss Anderson to express her reactions of antagonism toward the school and the interview could then progress to a clarification of her real desires.

PAGE 36

¶ 47. The counselee should state with honesty the real feelings he has and the counselor should recognize them with understanding.

Symonds found that out of forty-eight teachers who had trouble in family relationships, sixteen had difficulties with their mothers [211] and were willing to admit that they had them. The skilled counselor is never shocked at the expression of real feelings, but is willing to recognize them and to understand them. Strong feelings of antagonism and rebellion are expressed frequently by children who are uninhibited and if these feelings are criticized, denied, or reproached, rapport and sympathy are destroyed.

The counselor does not necessarily have to recognize these feelings as being real facts; he recognizes merely that they exist in the emotional life of the counselee.

PAGE 37

¶ 48. The counselor should help the counselee clarify his own desires.

The individual who is disturbed and emotionally upset very frequently is confused about those desires which he wishes most intensely. They cannot be recognized by the counselee, however, until his feelings of antagonism have been recognized. It is a part of the counseling process to stimulate an individual to know for himself those things he really desires.

PAGE 38

¶ 49. Emotional disturbance is indicated frequently through the voice.

The counselor becomes aware of, and sensitive to, many evidences of emotional excitement and lack of integration. Disturbance is shown through the voice perhaps as quickly as any other way. Unless an individual has trained and controlled his voice, his emotions will be expressed through a high pitch and a rapid way of speaking. There are usually other evidences of disturbance which are apparent to the experienced counselor such as rigidity of the body, nervous hand gestures, coloring in the face, and inability to remain calm.

¶ 50. The counselor, or teacher, should recognize problems which are beyond his understanding.

The most highly trained counselors are confronted at times with problems which are too difficult for them to understand or cope with. The wise individual in this field is willing to recognize situations which are beyond his understanding. It is difficult at times to realize the depth and strength of another person's emotional disturbance, and the teacher or counselor who is sensitive to his work learns to recognize his own limitations in this field as well as his abilities.

PAGE 41

¶ 51. A direct query about the causes of problems may be effective in counseling.

There are some educational difficulties which the straightforward, aggressive individual is able to meet realistically and confidently. There are evidences of this ability to face one's difficulties in one's manner and by the expressed wish to go to the heart of the problematic situation.

Miss Douglas was realistic in recognizing her limitations, but could not penetrate the confusion that surrounded the causes of

her failure in teaching. The counseling situation in this case extended into a study of the experiences she had had as a student teacher which included inadequate observation of teacher techniques and teaching experiences which were dissimilar from the experiences she had when she went into service.

PAGE 41

¶ 52. *The teacher is always an unframed picture before the class.*

It is difficult for the teacher who is concerned about subject-matter, pupil behavior, and the skills which are required in classroom teaching to realize that her appearance and everything she does are an example to children and that they react to everything they see exemplified. Teacher insecurities, expressed in manner, voice, facial expression, and gesture, tell the children the degree of adequacy and preparation of the teacher.

Ward states that "there are too many instances where brilliant students with superior scholarship do not become effective teachers." [222] The guidance of student teachers of the future should be toward development of a well-rounded personality which includes security in personal appearance as well as emotional maturity.

CHAPTER IV

This chapter is intended to portray the social life and the social problems which are experienced by the average teacher in a school setting common to many public schools in the United States. In the first part of the chapter an effort has been made to give an example of how cliques function as was exemplified in the story of Hazel Thomas and Carrie Reynolds.

An attempt has also been made to show that personal feelings and emotionality, such as Molly experienced in her own feelings about Hampton teachers in groups, will preclude a reflective and objective problem-solving attitude. Molly's normal desire for so-

cial recognition, when frustrated, caused her to take a method of solving the dilemma that was neither wise nor diplomatic.

The story intends to point out that cliques and social shortsightedness are caused frequently by a narrow social way of life among teachers and an indifference toward associates who are not in the "magic inner circle."

Molly recovers from her blunder sufficiently well to make a constructive effort toward grouping people according to their interests and hopes. This effort she achieved through her Sunday afternoon teas at which time she invited a number of people, including the superintendent, who were interested in bowling, and out of this grouping there developed mutual friendships based on an interest which was outside the school environment.

The principles which have been brought out in this chapter stress the need for a democratic sociality between pupils, teachers, administrators, and the community.

PAGE 48

¶ 53. It is imperative that teachers who are new in a system develop a feeling of "group belongingness" as quickly as possible, both in and out of school.

A friendly emotional climate is stimulating to teachers whether they are experienced or not. Firth has written an interesting article including opinions by older teachers and by younger teachers and one young teacher, in describing a reaction made to her by an older teacher said, "She welcomed me, made me feel at home at once. She came into my room after that first day with a cheery, interested, 'Well, how did it go?'... How much her interest and wise counsel, gleaned from her years of experience, meant to me that first year, she will never know." [84] This attempt to obtain reactions of incoming teachers, as well as the established faculty members, should be carried further to guide us toward an understanding of the social problems of the new teacher.

Tate made an interesting study of the induction of secondary

school teachers in a system where there was a 30 to 50 per cent change of staff each year. Teachers and superintendents were asked to estimate the relative difficulty of the adjustment problems of the new teachers on a check list. It is interesting to note that 36 per cent of the older teachers felt that the new teachers had difficulty in adjusting to other teachers and that superintendents reported that 44 per cent of the new teachers had this difficulty. [214]

PAGE 48

¶ 54. *The new teacher should be stimulated to make a constructive contribution to the group.*

Not only should the adjustment problems of the new teacher be recognized but the contribution of the new teacher should be sought. In most instances she has just completed educational training and has some splendid ideas which are worthy of consideration. Anderson states that "they must not be overlooked, not only because they need our help but because we need theirs in the difficult tasks that lie ahead." [6] Progressive teachers colleges that search for the latest and best methodology, that imbue their students with zeal and methods of coöperative enterprise, are stimulating their graduates to make a real contribution to the school and to society at large.

¶ 55. *The cliques which exist among teachers have a detrimental effect upon the teaching efficiency of the whole school.*

In present-day psychology it is realized that the individual functions as a whole and that every phase of living has an interactive effect upon the total individual. The social life of the teacher has a strong influence upon every other phase of her life, including her professional work. It is imperative that teachers have a feeling of "belonging" among their co-workers and cliques and in-groups have a strong influence in causing a feeling of isolation on even those teachers who have been in a school system a long time. Unless this feeling of "belonging" continues

throughout the teaching experience, this work will probably be lacking in that vitality, enthusiasm, and integrity which are necessary to successful teaching.

Carroll discusses the need for teacher recognition and lists first the fact that "each individual needs the assurance, the experience, of having adequate evidence that most of his associates are glad when he is present and that his associates turn frequently to him for advice, companionship, approbation, sympathy, and active help." [40]

Corey points out that teachers *are* people and that they are probably treated as human beings in schools where they are accepted as peers of their administrators, where they help choose their colleagues, where they work coöperatively with their administrators on school problems and where they have a chance to know one another as people, where personal and professional problems are recognized and where motivation is positive. [53]

It is evident that these conditions cannot prevail in public schools where a competitive attitude exists among teachers professionally, socially, or personally.

PAGE 52

¶ 56. *Some teachers fear the democratic process of group activity because of personal insecurity.*

The psychological significance of why some teachers are unable to follow the democratic process should be recognized. There are some individuals whose feelings of personal security are so inadequate that they must bask in the sunshine of one or two individuals who make them seem important, and it is impossible for them to be a part of a larger group. A disdainful or coercive attempt to democratize their attitudes will prove futile. There must be some understanding of why a teacher needs an in-group to increase her feeling of importance, and if she can be guided toward being a part of a larger group and of finding her emotional needs satisfied in the larger groups, she may become a real contributor to the democratic method. Pupils in high

school have stated that they want affection and understanding, that they like to feel successful and that they like variety and they want some realization of the fact that they have worries and joys. *So do teachers.* The only approach which can be made to developing a democratic spirit among teachers must be through understanding the causes of undemocratic attitudes.

Kelley feels that people do want to learn and that they do enjoy those experiences which provide opportunity for essential learnings and that teachers should be allowed to make contributions on the level on which they are able to make them. This individualization of teacher contribution seems a vital necessity if the personal insecurities of teachers are to be overcome so that they will be a part of group activities. [128]

PAGE 53

¶ 57. *Cliques among high-school pupils have a negative effect on these boys and girls.*

The negative and far-reaching effects of cliques among teachers is also true of cliques among high-school pupils. High-school sororities and secret societies cause group distinction and personal unhappiness in many situations. Cawthon feels that these groups should be banned and feels that "the student's entire outlook on fair play, honesty, coöperation, sincerity, and in general on high ideals are warped. To them social life is of extreme importance." She goes on to say that they should be banned not by undiplomatic methods or deprivation, but rather by helping each student realize for himself the undemocratic methods of such groups. She feels that this can be done through high-school leaders and administrators and often through the advice given by a college student. "Democracy in the school likewise is hindered by these individual groups, each thinking that they are the best, and therefore assuming a snobbish air toward the other." [42]

Pierce, too, feels that "group activities in high school should provide experiences and growth in the interdependent living essential to a democratic order." He would bring about such

democracy through the coöperative effort of students, parents, and community working together with the school. [171]

PAGE 55

¶ 58. There should be recognition of the individual worth of each teacher in a system.

Our democratic way of life is based on an appreciation of individual personality and subscribes to the belief that every person has some contribution to make to our society. Our public schools at the present time are just beginning to appreciate the value of coöperative effort between all those influenced and affected by a particular environment. The classroom teacher is beginning to be appreciated and to come into her own.

It is the criticism of some administrators that teachers want no voice or part in administration or in the total life of the school, and it is probable that it will take some time for teachers to assume as full a rôle in the total life of the school as they can.

Clark discusses an interesting procedure in teacher induction. He describes a handbook which teachers receive in July of the year preceding their teaching in which they are acquainted with the school's philosophy and program, with the social, educational, and recreational facilities of the community, and in which they are acquainted with the school's evaluation of successful teaching. One of the most important points brought out in the handbook is recognition of the other person's worth. [47] Shafer, too, feels that "respect for human personality should be placed above all other considerations." [198]

If our public schools and our teachers colleges can instil into the hearts of students and teachers and administrators a real understanding and appreciation of this basic democratic principle, public education may meet the challenge confronting it.

¶ 59. Strong emotionality precludes a reflective problem-solving attitude.

Lammel describes the characteristics of an individual who is

growing toward his greatest health, who is "gradually achieving a consistent and unified outlook on life." [135] He is one who understands his conflicts and shows a real interest in solving his problems. But what of the individual who is deterred by strong emotionality and is unable to obtain an objective evaluation of himself and his difficulties? This individual is blocked in solving his dilemmas and needs real understanding and guidance to meet the issues of daily living. In an amusing, but profound, study of fatigue in teachers, Rasey describes a kind of muscular fatigue which is relieved after a certain amount of rest and another kind of fatigue in which one is "good and mad about the whole business" and which is not corrected with a certain amount of rest. [178] In other words, if there is emotionality and frustration in an experience, fatigue is not corrected by rest alone. This author goes on to describe why teachers become so emotionally involved that thinking is not clear. It is an excellent article on the effect of teacher frustrations.

PAGE 55

¶ 60. *The high-school teacher should set a standard of democratic relationships and exemplify such democracy among her associates.*

It is recognized by most people in education that one of the most effective ways of learning is through exemplification of that which is ethical and best.

Anderson feels "the way teachers get along with each other can do much to set the tone of the school and to develop a friendliness that will carry over to all phases of the school life." [5]

In an excellent description of a voluntary seminar to appraise success of their teaching Corey discusses a meeting of the faculty members of the University High School at the University of Chicago. The result of this appraisal of successful teaching is as follows: (1) teachers should know one another as persons and not only as professional workers; (2) the work of teachers must be appreciated and valued by other persons in the school organ-

ization; (3) a high degree of economic security must be assured; (4) teachers should contribute to a definition of what is involved if their work is to be deemed successful. [52]

The democratic relationships described above would add naturally to the personal happiness and teaching success of those who are in public-school education and could stimulate democratic living among pupils.

PAGE 56

¶ 61. *A resentfully hostile and frontal attack on a group problem frequently causes open antagonism between rival groups.*

In the story Molly was resentful and hostile about her own social isolation and made a frontal attack on the cliques and in-groups which existed in the Hampton High School. The result was antagonism and rivalry. She realized that there were other ways of working out the social difficulties of Hampton's teachers which would have been much more effective.

Goslin describes the plan to get all the teachers to working together on a problem of the moment and to considering all of the factors in the problem. He comes to the conclusion that the faculty is really "more than the sum total of the abilities, experiences, and personalities of the individuals who make up that faculty." [102] The future holds much promise in the effectiveness of calm group deliberation about a problem instead of the hostile frontal attack and the time is not far distant when groups will be, as Lammel says, "seeking new and more effective ways of resolving conflicts." [135]

PAGE 57

¶ 62a. *Open discussion with broad-minded teachers may stimulate an interest in group spirit.*

In every school system there are teachers who are broad-minded and coöperative in attitude. Frequently they have tremendous influence on other teachers and may be depended upon

to express their opinions about injustices and poor policies courageously.

Classes and workshops may present an opportunity to have open discussion and to develop a group spirit. Anderson says of the workshop, "workshop procedures provide opportunities for wholesome, democratic, and creative experiences which teach people to live and learn together." [6]

Pierce found that a town-hall type of meeting gave an excellent chance for people to have open discussion about a group problematic situation. [171]

PAGE 57

¶ 62 b. *Sharing professional interests may develop group spirit.*

When teachers plan and work together on some professional project or problem there is ample opportunity for the development of group spirit. Germane and Germane discuss the increased group cohesion which resulted from a group of teachers meeting together to discuss behavior problems of children who were having difficulty in school. [95]

PAGE 59

¶ 62 c. *A variety of outside social interests may help teachers become democratic among their associates.*

Experiences which teachers share together outside the school may develop a greater desire to stand together in common beliefs and thinking. Informal meetings and out-of-school social contacts may develop greater empathy among teachers and may carry over into their professional lives.

Coleman feels that social as well as professional contacts may improve the relationships among teachers as well as between supervisors and teachers. "Other shared experiences initiated by either teacher or supervisor are satisfying. A visit to another teacher at work, attending a concert, visiting an art exhibit, even shopping in the same department store, develops a sense of fellowship that helps to further a human relationship." [49]

PAGE 60

¶ 63. Social contacts between administrators and teachers may develop group understandings.

A new type of superintendent is emerging in our schools to-day, one who mingles with his teachers, who enjoys social contacts with them as well as with the community.

Hawley discusses an excellent plan in which one group of Board members and teachers meet socially three times a year at very festive parties. [111] While this plan seems somewhat formal, it does provide an opportunity for social contacts. It would seem an excellent plan for the superintendent and other administrators to become acquainted with their teachers personally and socially.

Corey thinks that if teachers follow the beliefs and practices of administrators too closely they lose something as persons and become more like "*things* rather than people." [53] If the representatives of the schools of tomorrow, including administrators and teachers, are to be thought of as human beings, the line-and-staff cleavages must be dissolved and administrators and teachers work together and play together.

CHAPTER V

This chapter attempts to illustrate how increased knowledges and skills in understanding children may grow out of felt needs.

In the story there is an example of a teacher who wishes to do his part in guiding pupil behavior and another example of a teacher who is in the field of education because of family pressure rather than personal desires. Unquestionably there are teachers who should not be guiding children.

Teacher-pupil relationships are stressed throughout the chapter, and an effort is made to point out the need for increased knowledge and understanding of child behavior.

It should be mentioned again that every teacher is a counselor and that every time she talks with a pupil about a problematic situation she is wittingly or unwittingly influencing the future responses of the pupil and the attitudes which he develops. In the story one conscientious teacher follows a procedure of having a class evaluate a pupil with results that are negative and agitating. Another teacher incites a pupil to severe anger because of ignorance in ways of working with boys and girls and disinclination to do her best.

PAGE 63

¶ 64. *A democratic way of planning is a slower process than the authoritarian plan, but it is intended to include all groups being affected by such plans.*

Counts evaluates the different procedures to be found in the authoritarian methodology and the democratic way, pointing out that, although the latter is a slower process, in the long run it is more efficient because it includes the combined ideas of all the people. [54]

The democratic way of committee planning and the inclusion of all groups being affected by the planning is not a rapid process. Hullfish describes our lack of appreciation of what we have developed in this country and feels that patience is not one of the achievements of our culture. He believes that we have developed a view of efficiency that is sometimes indifferent to real human values and that many of us believe that the democratic way is a "time's a-wasting" procedure. [125]

There are two ways of organizing a class according to Meek and a distinct difference in the effect it has on pupils. One method is to have the class teacher-planned and the other method is to help pupils help themselves. She concludes that children who are taught by a democratic method are more co-operative, more relaxed, and more friendly. [153]

PAGE 63

¶ 65. *It is the teacher's responsibility to work out every problematic situation between herself and her pupils.*

Whenever there is conflict between teacher and pupil, the teacher should take the initiative to improve the relationships with the pupil. If the pupil is at fault and not able to work out an adjustment with the teacher, she should make some plan to establish healthy relationships again. Every unmet problem increases in severity according to the length of its duration unless some means are taken to correct it.

Many times the teacher has problems which obscure her understanding of the boys and girls with whom she works. Pitkanen discusses the loss of patience with pupils and feels that although the teacher cannot be expected to be perfect, she must appreciate her students for what they are and see their strong points and virtues. He offers some challenging questions to help the teacher understand herself. [172]

PAGE 64

¶ 66. *The teacher's unmet problematic situations obscure an understanding of pupils' difficulties.*

An inability to understand other people is not a peculiarity of the teaching profession. Any person who is overwhelmed by his own problems has difficulty understanding and appreciating others. Symonds feels that the mental hygiene problems which confront the average teacher go far beneath the surface of his personality, that they go "deep into the structure" of the individual personality. [213] He feels that what helps the individual is a real belief that happiness is his due and that he can achieve better adjustments with effort.

If the teacher's personality may be thought of in terms of respect for her environments of the past, there will be less criticism of her inability to understand her pupils and greater effort to guide her toward an understanding of the needs of youth.

PAGE 64

¶ 67. *Ignorance about ways of guiding pupils causes some conscientious teachers to make grave mistakes in teacher-pupil relationships.*

Educational literature at the present time gives strong emphasis to the need for courses in mental hygiene and psychiatry and the psychology of childhood for both teachers in training and in service. Wann believes that it is very important to have these courses included in the training program for teachers and that the selection of students should be based on personality, emotional stability, and social adjustment as well as on scholarship. [221]

In discussing teachers who are already in the field, Allen believes that they should have an extended amount of training in mental hygiene. He feels that it is imperative for the schools to give as much recognition to the social and emotional differences of pupils as is given to mental and physical differences. [4]

Many conscientious teachers develop practices in teaching and in counseling which are not the best possible ones because they have not had adequate backgrounds of study in pupil needs and how they might help them, in the school, to meet those needs.

PAGE 65

¶ 68. *Full information about a pupil is necessary before remedial and therapeutic guidance plans can be made.*

The study of child psychology and mental hygiene, as well as experience, have taught us that much information should be obtained about a pupil before one can attempt to help him redirect his behavior. Ojemann and Wilkinson think that if classroom teachers had at hand all the information about the salient aspects of child behavior and if they were trained to follow child development, they could detect the beginnings of behavior problems and redirect the child long before his difficulties become serious. [166]

The teacher should know all the data which are essential to an

understanding of each child in her classes. Bragdon suggests that this information may be obtained from other teachers, from parents, physicians, or other members of the community. [28]

PAGE 65

¶ 69. *Even though a pupil is in error, the approach to guiding him should be founded on understanding and recognition of the causes of his behavior.*

It is not difficult to desire and to obtain information about a child who has not wounded personal feelings, but if the prestige of the teacher is threatened before her pupils, it is difficult to be objective. Brown suggests that there should be more of human relations in the point of view of teaching and that when class control is challenged a wise and efficient teacher will make friends with the challenger. [32]

Brown suggests further that a sympathetic approach to problems between teachers and pupils is the wiser approach and says that the teacher should never adopt an antagonistic attitude. He says that it is "charged with danger." He believes further that human understanding should be applied to maladjusted cases and that the warmth of a teacher's personality may redirect the child's behavior. [32]

Miller brings out the point that, regardless of the situation, pupils should know that their teachers really understand their problems. [155] The danger signal for the teacher and the time for her to strive diligently to understand the child's point of view is in those cases particularly in which the child is at fault and the teacher's effectiveness has been endangered.

PAGE 66

¶ 70. *A study into the reasons for child behavior will usually reveal numerous causes for nonconformity.*

There was a time when students of child behavior thought that nonconformance was the result of a single causation, but we

know now that there are numerous causes of misbehavior. The concept of the whole child and the interrelatedness of his life experiences emphasizes the principle that the child, his environments, and the interactions between the two are exceedingly complex. This complexity does not preclude an understanding of the pupil nor an attempt to redirect his attitudes or to improve his environments. The concept makes clear the need to redirect the whole child rather than to correct or change his environments only.

Cutts and Moseley feel that an understanding of why a child acts as he does is necessary and that misbehavior should not be thought of as just natural "cussedness." They state that the causes of children's problematic behavior are "numerous and complicated." [61]

Breinan discusses the subject-matter course and the subject-matter teacher and emphasizes the importance of having these teachers realize that the pupils who do not adjust have difficulties which come from a number of causes. [29]

PAGE 66

¶ 71. Every pupil who needs success should be given an opportunity to succeed in the important work of the school.

Many children find sufficient success in their school experiences and outside the school to meet life fairly adequately, but many boys and girls need some direction to their efforts if they are to experience achievement and build wholesome personalities.

Castro and Rathbun suggest that if conditioning the environmental factors through the school facilities will help the adjustmental process of the pupil it may be done through (1) correcting poor home environment by arranging interesting recreational and club activities, (2) correcting monetary problems by part-time employment, and (3) changing the school program to meet student ability and interest. [41]

It might be suggested that participation in student government, helping in the office, or taking over any school duties

which would help the pupil feel that he is a part of the whole school would help to develop a feeling of belonging.

PAGE 66

¶ 72. The teacher should recognize and desire skills in guidance techniques before attempting it.

It will be noted that there was a felt need for a study group or class in guidance in the Hampton High School and that this need was expressed by a teacher before the group was organized. On the other hand, all good teachers do a certain amount of guidance work which grows out of the classroom experiences and needs of the pupils. Every good teacher, however, is constantly critical of her own attempts to redirect pupil behavior.

There are no prescriptions or formulae which can be given for specific cases and, as Symonds has pointed out, child guidance must begin with a "fresh study of each individual child" who seeks help. [212] Guidance skills include not only a study of each individual child, but a different approach to each child. In some instances the teacher would want to be very direct in approaching a child's problem, at other times she would make an oblique, or indirect, approach as suggested previously, but if she has a real desire to master guidance skills, she will be more sensitive toward effective guidance. Froehlich discusses with some clarity the training given a group of teachers who wished to do counseling in their high school and points out the need for adequate training before guidance work is attempted. [92]

PAGE 67

¶ 73. Teachers should set the example of showing respect for individual personality if they expect to receive it in return.

The teacher who makes discourteous, sarcastic remarks to her pupils is not uncommon. She will usually show other evidence of ineffective teaching and may have personal feelings of inferiority and inadequacy. It is essential to understand why this

teacher feels inferior in her professional or personal life, and she should be directed toward wholesome self-respect if she is to learn how to have respect for pupil personality.

Hopkins gives an excellent discussion about what teachers might do to develop friendly relationships with pupils, letting them realize that their opinions are appreciated and necessary. She felt that this mutual respect was enhanced by having the pupils drop in occasionally and see her at her apartment in an informal atmosphere in which they discussed numerous topics of in-school and out-of-school interest. [119]

Instead of thinking in terms of what the school owes the child, Scott states that we should think in terms of what the teacher owes the student. He believes that if teachers expect the child to respect the authority of the teacher "she must be respected by the child." [195]

PAGE 67

¶ 74. In emergent cases the counseling procedure should be straightforward and direct.

In some cases of counseling, such as when a child is seriously disturbed and in immediate need of help the counselor, or teacher, should be straightforward and direct in discussing the child's problems. Rogers feels that counseling should not begin unless the individual feels some emergency and a need to go directly to the core of his problems, [186] and Green shows how a classroom teacher can help a normal child with a problem by discussing it after school. She gives some excellent quotations from one conference in which the approach was calm, unprejudiced, and direct. [103]

PAGE 68

¶ 75. The pupil should be urged to express his point of view.

That part of the story which intends to exemplify this principle is included to show how one pupil was urged to express

his point of view, this urging becoming almost a request. No effort was made to coerce the pupil, but rather to help him realize that his point of view was necessary to get a clear understanding of his difficulty with the teacher. In other words, the counselor is interested in the person more than in the problem. Many times boys and girls in the public schools do not even realize that they are allowed a point of view.

May has said that if counseling is focused too narrowly on the problem the client may react by not carrying out the solution or by making sure that the problem is repeated. [147]

When the counseling is concerned with the person rather than with the problem the counselor may help the pupil make his dilemma and his point of view articulate and he may clarify them in his own mind, making a growth which will help him in the future as well as in meeting the difficulty which exists in the present.

PAGE 68

¶76. The counselor should recognize grave discrimination against pupils by recognizing their feelings.

It is sometimes difficult for any person in public-school work to recognize discriminations against pupils, but the individual who has been educated in the proper procedures in counseling and who has learned how to help people express their real feelings learns what the child really thinks of the public-school teacher.

Glicksberg says that "marks, unjust punitive measures, tactless sarcasm, ridicule, dictatorial attitudes" and many other complaints are poured into the ear of the guidance counselor. [98]

There is an increasing interest in knowing what children think of their teachers and of the school in general. This trend probably parallels the increasing interest in democratic education and in appreciation of each individual.

PAGE 69

¶ 77. *Successful teaching is based on a real love of the work and an interest in meeting the needs of youth.*

Calloway discusses the qualifications of an effective teacher in a thorough and dynamic way without making the teacher too idealistic or perfect. He talks about streamlining one's teaching efficiency in a practical way and concludes that the "competent teacher loves his work and finds zest in it," that he loves his pupils and finds joy in their accomplishments and is proud of them. [38]

In her discussion about teaching, Sala defines teaching as "finding pleasure in playing, working, disciplining, and guiding... the child" so that he may find himself and fulfil his aspirations. [190]

The author feels that there are more teachers who are too conscientious about their work and too intense in their professional work than there are neglectful teachers, but a real love of one's work would indicate relaxation rather than intense conscientiousness.

PAGE 70

¶ 78. *It is the responsibility of teachers colleges and schools of education to guide the student teacher's personal adjustment and her understanding of human relationships.*

Teachers colleges and schools of education are being criticized and evaluated on the basis of their guidance programs at the present time. Watson, Cottrell, and Lloyd-Jones have an unusually excellent chapter on the guidance work which the teachers college should include in its program [223], and Hickerson feels that the first ability which the teachers college should develop in the intelligent democratic citizen is ability to recognize and define "individual, social, and professional problems and needs." [114]

It would seem that there are two reasons why teachers colleges have not been as concerned with the guidance of prospective

teachers as they might have been, namely, (1) that there are so many teaching skills, principles, and methods which have been isolated from the study of the total process of learning, and (2) the student teacher might have difficulty in defining the personality problems which might interfere with her effectiveness as a teacher when dependent solely on her own resources.

PAGE 71

¶ 79. Certain characteristics are essential to success in any kind of vocation, and the individual should select an occupation which accords with his personality.

It is unquestionably true that there are some teachers in this profession who should change their vocations, those whose abilities and capacities are such that they would be happier and find greater achievement in another kind of work. It would seem that the characteristics and abilities necessary to effective teaching are not as simply stated as Bachman would indicate: (1) "the aptitude for imparting knowledge"; (2) "some form of disciplinarianism"; and (3) "a knowledge of subject being taught." [10]

There are personal qualifications necessary in effective teaching as have been described previously.

The problem of dismissal and of guiding teachers into other professions is not one which is answered easily. McNary mentions state laws, rules of fair play, principles of good school administration, and the present state of the teacher market as being complications which make dismissal difficult and points out that many times teachers are dismissed without having had guidance and help in their teaching work. [152]

PAGE 72

¶ 80. Teacher success may be estimated by pupil growth and improvement.

A real estimate of pupil growth and improvement would include not only educational growth and increased skills and

knowledges, but would include also improved attitudes, increased initiative, more sociability, and abilities in establishing harmonious human relationships. In other words, teacher success may be estimated by the growth of the whole child and his total adjustment to life.

Pohler and Theman have written an interesting article which points out that favorable results in teaching would indicate not only pupil improvement but growth and improvement on the part of the teacher. [173]

PAGE 73

¶ 81. The needs of youth can be met only through coöperative planning and functioning of the school, the home, and the community.

In our colonial society and until the advent of the public schools, children were guided and educated in their homes or in private or church schools. The public schools then assumed the responsibility for the educational growth of the child, but with the increasing complexity of our modern society neither the home nor the school alone, nor even together, can adequately meet the needs of youth. The trend of thought today is toward a united effort on the part of the home, the school, and the community, through the community-centered school, to blend and carry out a united effort to meet these needs.

Kirby feels that education should be a coöperative enterprise between the schools and the homes and that there should be inter-visitation, that all forces within the school and the home should be joined to guide youth. [130]

Pierce would add the community and its agencies to the co-operative effort of guiding youth, feeling that it, too, has a large part to play in the guidance of youth. [171]

¶ 82. There are a number of ways in which the school may try to meet the needs of youth.

The school has a significant rôle to play in providing for the

growth of children and it has at its disposal unique ways of guiding young people. Different schools seem to develop particular opportunities for the growth of their pupils.

PAGE 73

¶ 82 a. Students government provides opportunities for civic growth and self-development.

Students should help construct the regulations which govern them. Some schools are concerned primarily with guiding pupils in the governmental methods of the school and a knowledge of school policies and regulations. Frederick thinks that the school should "guarantee the stability of our form of government, preserve and improve our democratic society and at the same time cultivate a feeling of self-reliance, independence, and initiative within the pupil." [90] He feels that coöperative partnership in the functioning of the school and the development of a feeling of responsibility for the welfare of the group as a whole will help pupils meet their needs.

PAGE 74

¶ 82 b. Clubs and activities may help meet the needs of youth.

Clubs and activities continue to be of value in affording opportunity for youth to develop initiative and self-confidence. Heron believes that clubs stimulate growth of the whole child and says that in Newark they feel that the community recreation program is that program which most efficiently serves the needs of the city's youth as well as its adults. [113]

¶ 82 c. Classes in human relationships, mental hygiene, and personality growth may guide some pupils.

There have been many experiments and studies made in which accurate data have been compiled and which show the value of classes in human relationships and personality development. A New Jersey study included thousands of children over the state and showed a great need for classes and discussions in methods

of getting along with others, their teachers, their peers, and their parents. [165]

The value of classes of this kind depends on a number of factors. The personality of the teacher who directs the class would have vital effect on its effectiveness and the emotional climate that would be established in the group would influence pupils to a great extent. If the attitudes developed at the beginning of these classes tend to emphasize group unity, coöperation, and a desire to learn and grow together, they would influence pupils for many years after their high-school experiences have ended.

PAGE 75

¶ 82 d. Remedial classes may be necessary for retarded pupils.

There seem to be two divergent points of view concerning the remedial class in the high school, one group feeling that the slow learner and the retarded pupil should be in special classes and another group feeling that the home-room teacher should assume the work of remedial guidance. It would seem that there are both favorable and unfavorable aspects of either plan, the success of the work depending on the training of the teachers, their personalities, the amount of time devoted to remedial work in either the regular classroom or the remedial class, and the attitude of the school toward the individual who is in need of special instruction.

In some school systems it seems advisable to have special classes and other schools have discontinued it and have expected the home-room teacher to guide increasingly the special instruction for slow and retarded children.

¶ 82 e. A guidance clinic or study group may help some teachers gain a better understanding of pupils.

The educational writings of the last few years have shown an increasing number of articles on guidance clinics and study groups that are developed within the high school and, in many

instances, without recourse to a trained staff, depending on one expert at times, and, in other cases, becoming the effort of the administrators and staff. Some recent books on personnel work in the high school describe how clinics might be developed without the expenditure of much money and without dependence on a number of experts. It is reasonable and understandable, however, that an expert in counseling, mental hygiene, and child psychology would be invaluable if such a person were available for a school clinic.

Study groups may be developed through faculty interest, and, provided that a good bibliography and library are available, a group of teachers and administrators may accomplish much fine work through meeting together and discussing the causes of maladjustment among their pupils and ways and means of alleviating these causes.

PAGE 77

[S2f. *Cumulative records and anecdotal situations may help ascertain the needs of youth.*

If good cumulative records are kept about each pupil over a period of years, the teacher may study these past histories, note the present behavior of the child, and obtain some estimate of the trends in the child's future. The opportunity to observe these trends is invaluable in redirecting the pupil toward wholesome growth, but estimates and conclusions should not be reached without calm, unprejudiced deliberation.

Magee outlines a plan of record-development which is an accumulation of information done in a systematic way and the presentation of all information to the teachers who instruct the child. This article has some splendid, practical methods of building a cumulative record system. [145]

One reads increasingly about the value of anecdotal records and the contribution they make to the cumulative-record system. Randall describes how to develop an anecdotal-record system and states that the teacher can write six anecdotal records in

fifteen minutes. He gives examples of how this kind of record has been compiled and evaluates it in a practical way for the teacher. [177]

CHAPTER VI

In some schools throughout the country a diligent effort has been made to close the hiatus which divides the school and the home and to establish a close, empathic relationship. The isolated school which is "sufficient unto itself" increasingly will be of the past, and the future gives much promise of coöperative, united effort between parents and teachers.

The school must take the initiative for developing rapport with the home. Teachers, representing a professional, educated group who are recognized leaders, must be the determinants of this relationship in most instances. The home has more and more turned to the school for help in the guidance of young people because the complex problems which society has forced on the home have been so perplexing that parents have not been prepared to meet them.

The difficulty at the present time is that the school, too, has had many complexities and responsibilities and it, too, has not been prepared to meet them. Problems arising out of the profession have been so great within the last few years that additional burdens seemed overwhelming; many administrators are still so confused by the dilemmas of obtaining personnel, of securing status for the profession, of obtaining increases in the budget and of other problems that it is difficult for them to recognize situations which have not been inherent in the profession in the past.

It has been estimated that the peoples of the world have about ten years to learn how to coöperate. In a crisis of such tremendous proportions the school can do no less than to seek diligently to find avenues of increasing coöperative effort.

The sixth chapter in the story is intended to suggest some approaches to the problem of school-home coöperation. The under-

standings upon which mutual respect must be built are suggested in the Dunbar incident. Molly tries to be tactful and diplomatic in her contacts with a home that represents a high cultural level in the community.

Parent-teacher interviews are progressing satisfactorily in many communities. In this chapter it is suggested that this kind of teacher responsibility should not be undertaken too quickly or with too little preparation because the skills and techniques of interviewing and counseling are intricate. There is much reading material available, however, and in many school communities it is possible to have the assistance of a neighboring university.

PAGE 83

¶ 83. Some counseling work should be approached slowly and the counselee made to feel at ease before discussing a dilemma.

Many children, especially those from a high cultural background, become very self-conscious and inhibited when confronted by their own nonconforming acts. The wise counselor learns to recognize exterior symptoms of these feelings, such as lowered eye-lids and nervous habits. A sensitive teacher or counselor who has developed skill in guiding children will begin an interview in such a way that the child will become at ease, the counselor not forgetting the purpose of the interview.

D'Evelyn gives a verbatim report of a conference that had to begin slowly and cautiously and the counselee needed some assurance from the counselor. [65]

Molly's approach to counseling Kathy should be compared with her approach in other instances, and the differences and likenesses in the method should be noted.

PAGE 84

¶ 84. Fears and inhibitions cause some children to be afraid of expressing their real feelings.

The paralyzing effects of fears and inhibitions are recognized

by most teachers, but it is not until the individual begins to talk about himself and his emotional frustrations that their full effects may be discerned. The overly sensitive teacher may find it difficult to go through this uncomfortable experience of verbalizing strong feelings with the child, and the teacher who is not sufficiently sensitive to others may not recognize the depth of the child's feelings. On the other hand, many children pour out their unhappiness and hurts to the teacher who has proved herself a friend, and there are many teachers who live in the hearts of children because of kind attentiveness to woes and troubles.

The child who is too afraid to talk about his problems is a real cause for concern, and the teacher and counselor must be adept at getting this child to talk about himself without seeming to probe, to be inquisitive, or to condemn. Strang discusses realistically how one teacher helped an inhibited pupil whose problems were so great that she could not face them alone. [207]

PAGE 87

¶ 85. Parent-teacher relationships should be built on a basis of mutual respect.

If the attitude of the teacher is democratic and is basically that of appreciation of individual worth, the parent will be quick to recognize this relationship of mutual respect and the two adults may plan together the ways in which both might contribute to the child's welfare. Teachers and administrators are not in a position to "tell" parents what to do, nor are parents in a position to defy the authority of the school. Both groups need the help of each other if the needs of youth are to be met.

Goldrich discusses many ways in which mutual respect may be developed between teachers and parents, this relationship extending out into the community. [100] It is certainly true that friendships between the home and the school are enhanced in community situations in which teachers and parents meet each other as individuals.

The time is not far distant when teachers colleges will include

education in methods of parent counseling and home contacts, when teachers will note trends and indications of problems in child behavior, and the prevention of emotional disorders will be of paramount concern to both home and school. Hirning feels that the "real hope of the future must lie in dealing with persons before they break." [117]

PAGE 88

¶ 86. Parental contributions to the school should be urged.

Among some of the progressive thinkers whose writings appear in educational literature there is no question about parents making a contribution to the school. The question seems to become, How much contribution should the parent make to the school? One may find all degrees of parental participation in the functioning of the school and it seems reasonable to assume that the future will emphasize not whether or not the parent should contribute, but the degree of contribution that will be mutually satisfactory and feasible.

Elmer feels that the value of a mother's club cannot be overestimated and that the teacher is benefited by knowing that the mothers of her pupils are behind her. She makes an excellent point when she says that most people feel the need of a feeling of a "close community relationship to help them face the problems of everyday living." [74]

Folsom takes it for granted that parents have a contribution to make to the school, and he discusses the degree of contribution to be made. [89]

¶ 87. The approach to parent counseling should be through an expression of the positive qualities exemplified in the home.

Very frequently parents who seek aid in understanding adolescents may wish, seemingly, to probe right to the heart of the mistakes they have made. The teacher-counselor should not be confused by this desire but should rather point out the virtues

and worth-while features of parental effort as well as the mistakes and errors which have been made.

There are parents, too, who find it difficult to recognize their oversights and fallacies, who may really want to correct faulty attitudes and situations in the home, but who are afraid to approach them or even to recognize them. In this instance, particularly, it is wise to point out the substantial and genuine accomplishments of the home.

There is danger in bringing out too many negative points at one time in parent interviewing. It is possible to point out so many errors and mistakes an individual is making that he will feel weighted and oppressed by his faulty methods in child-rearing. Wood suggests that the counselor will want to bring out "all the helpful facts but no more." [225]

Schroedermeier felt that emphasizing the child's good points in parent-teacher interviewing had a direct effect on the teachers and caused them to feel that these experiences were very enjoyable. [194]

¶ 88. The school representative should express a desire to assist the home in any ways possible.

In the story Molly explained that the school was anxious to work out, or help to work out, Kathy's problems and she offered her assistance in any way possible. She presumed that the home, too, was anxious to solve the problem in a constructive way. This idea of the two agencies working together for the good of the child has much therapeutic value, and if the youth of our country knew that the schools and the homes throughout the United States were joining in an effort to work with them to solve their difficulties, the effect would be dynamic.

An expression of a desire to work together is not to be compared with the autocratic method of the school informing parents what they should do for the good of their children. This two-way plan of teachers contributing to the home and the home contributing to the school is discussed in a realistic way by Mc-

Ginnis, who feels that both the school and the home have an obligation to each other. [149]

Questionnaires were sent to 104 different teachers colleges to determine their opinions about the obligation of teachers colleges in the field of parent education. It was found that most of them felt that the teachers college should not only give students, as individuals, an opportunity to prepare themselves for parenthood, but the college should prepare teachers to understand the problems of family life and learn how to cooperate with the agencies which seek to improve family life. [26]

PAGE 89

¶ 89. Feelings that are inhibited, especially those of resentment will usually be expressed through some form of overt behavior such as stealing.

A short time ago stealing, truancy, and other nonconforming behavior were considered in isolation, and there are still many parents and teachers who want to know, How can you stop stealing? These overt forms of behavior are indicative of feelings of resentment and antagonism and a wish to retain the self-regarding sentiment.

Parental and teacher methods of repressing child feeling are numerous. Children are scolded, blamed, criticized, and punished for having normal feelings. In the story Kathy had strong guilt feelings because she didn't always love her brother. There were times when she resented him very honestly because he presented an infringement on her rights in her own home.

We need a common recognition that people have feelings which result from life experiences and that these feelings cannot be denied, repressed, or escaped. A recognition of and an understanding of these feelings should be considered basic to good teaching. A senior business English class studied juvenile delinquency in a very thorough way and summarized their study with the statement that lack of understanding and cooperation were the greatest causes of delinquency. [197]

PAGE 91

¶ 90. *Well-deserved parental praise should be given by teachers.*

Many parents feel subordinate to teachers because of less education and, in some instances, less prestige in the community. Frequently there are feelings of hostility and a what-did-Johnny-do-now attitude. The school may establish a wholesome relationship if teachers not only recognize parental worth on a basis of equality but also stress the constructive accomplishments of the parent. Driscoll feels that undesirable behavior should be relegated "to a subordinate position" and that there should be emphasis on helping people grow through using their strongest abilities. [68]

In an interesting study of the contributions to home-school coöperation made in *experimental* schools, *representative* schools, and *conventional* public schools, Bowman found that there seemed to be more activity in bringing influence to bear on the central educational authorities in the first two groups and concludes that there should be more understanding of the worth of each environment. [26]

PAGE 93

¶ 91. *The school should take the initiative in establishing regular parent-teacher contacts about pupils' progress.*

The idea of having regular interviews between parents and teachers is a long-range point of view in which prevention is as important, if not more so, than cure. The schools and the homes, like other agencies in our society, have usually waited for an infringement against codes and has employed punitive measures instead of developing preventive measures. Baxter felt that monthly interviews with parents during the entire school year was exceedingly beneficial in correcting some poor habits and attitudes of a group of children who had special guidance and classroom activities. [12] After two years of parent-teacher co-

operation in working together to study and correct the problems both were having with children, it was found that not only had the pupils improved, but teachers and parents had better attitudes and had made some improvements, too. [226]

PAGE 95

¶ 92. *The school should initiate plans whereby parents, teachers, and pupils could discuss together those changes which will affect them.*

Our democracy is built on the structure of the right of the individual to help formulate policies and regulations which will affect him. There is a trend in many school systems at the present time to plan increasingly for parents to express themselves as to school policies, but in many public schools there is little co-operative planning. In such instances Kilpatrick says that "thought and act are separated much as in slavery. . . ." He goes on to say that many people are not concerned with the public welfare because they have been taught not to think and they have never learned how to act through thinking. [129]

There are times when it is helpful for teachers and parents to talk together and other instances when the pupil would like to talk alone with the teacher, but there are also many occasions when parents, teachers, and children should meet for group discussion as well as many instances when a teacher, a parent, and a pupil should meet to work out their problems. Kostenbader feels that the three people working together can effect more lasting results than two people could effect. [134]

PAGE 97

¶ 93. *Parents should be advised about the constructive growth their children are making and how they might make further growth.*

Grades and reports from the school to the home have, in the past, had a negative connotation in many instances, and there

is some need to establish a developmental concept in these contacts. If reports going to the home were about the constructive growth of the child and if parents were informed frequently about the child's progress, the reactions which many parents make to the school would be changed.

While working with a number of children who were having individual counseling with a child-selected teacher, Baxter found that children made accelerated but not spurious improvement if their parents heard of their constructive growth. [13]

PAGE 97

¶ 94. Some consideration should be given the teacher as to the amount of time for additional work.

There is not any doubt that teachers are burdened heavily with work which must be completed during the school year and it seems only fair and just that time be granted for both training and for additional responsibilities which are requested.

Many teachers are interested in different aspects of guidance and counseling but many do not have the preparation for doing guidance work, and if they want to counsel pupils both must remain after school. In such a plan the counseling becomes a punishment for the pupil as well as for the teacher and the values are doubtful.

Klopp points out that measurements and activities for guidance have been greatly improved during the last decade and that techniques used by guidance agencies have had some measure of success, but that most guidance work breaks down because teachers have neither the time nor the opportunity to become acquainted with the data from the instruments or to adapt the activities to some time during the day. [131] He goes on to say that so much attention is given to maintaining the kind of schedule which will be helpful for the administration that little concern is given to the needs of young boys and girls who are challenged by new horizons.

PAGE 98

¶ 95. Pupils should have an opportunity to express their feelings about what they have accomplished in their work.

In some school systems a record is kept of the pupils' work and they are fully informed about that record. At the end of the year they are asked to make an evaluation and to suggest to the teacher the final grade they think they should have in the subject. In other schools pupils and teachers together talk over at different times during the school year the progress that each pupil is making and the grades he has been earning.

At the other extreme one would find schools in which teachers keep their class-books hidden and pupils never have a chance to see the grades that are in them. Between these two extremes there would probably be many degrees of teacher-pupil conferences and coöperation about grading.

DeVore has suggested a way of marking papers which would be of interest to the teacher and student-teacher who is concerned about a democratic method of grading. He feels that pupils lose confidence in the teacher who is secretive about her records and says that adults would refuse to work on a "hidden salary schedule." [66]

Bolen thinks that it is only the interested pupil who is concerned about his grades and that, in the exchange of remarks about his work, the teacher has an opportunity to do some real character building. [24]

¶ 96. The school should take the initiative to prepare parents and teachers for the wise leadership of youth.

Mothers' study clubs, parent clinics, classes for parents taught by teachers, and other suggestions are appearing in educational writing to support the belief that the school should not only work with parents on a coöperative basis but that it should also arrange classes and study groups through the school for parents who feel themselves confounded by the problems of modern youth. In

some parts of the country parent clinics are being developed through the school, and numerous teachers hold group meetings with parents after school to discuss the problems of pupils at a particular grade or subject level. Ryan discusses how homes may be reached through books and readings when parents and teachers have achieved sufficiently strong personal relations for the teacher to suggest certain books. [189] Bigelow gives some interesting information about how parents became more informed and contributed to a program of classes held in Denver. [20]

The wise leadership of youth is much more inclusive than meeting problems which arise within the school. Youth must be prepared to go out into the complex, political-social world of tomorrow with sufficient economic knowledge to find places for themselves. The atomic age into which we are moving necessitates the greatest educational achievements of which parents, teachers, and children are capable.

CHAPTER VII

The new concept of the school is that of being community-centered rather than child-centered. It would seem that there are a number of considerations which must be carefully thought out in developing the community-centered school.

The status of the teacher in the community has not been enviable, and yet suddenly she is expected to become a leader, to organize clubs, serve on forums and panels, and to guide the thinking of the community. The case of Sally Miller is one which is typical of many communities, and, in fact, in many small towns and cities there is even greater criticism of the behavior of teachers. Sometimes most stringent rules and regulations are enforced.

In other communities, the status of the teacher has been at the other extreme. She has been idealized, has been accorded dignity and prestige, and has been paid the deepest respect by parents and laymen. She isn't supposed to have problems!

In the community-centered school democratic procedure would require that there be coöperative discussion and planning, and the opinions of parents and of laymen would be respected equally with that of the teacher.

The adjustments which must be made will, of course, differ in every community with the increasing emphasis on coöperative relationship between the school and the community. The deeper significance of democratic action which has resulted from World War II makes it necessary for laymen and educators to work out common problems.

PAGE 104

¶ 97. *The school should make every effort to ascertain the needs of the home when studying the behavior of a pupil.*

There are many instances in which a basic need interferes with a child's conformance to school regulations. While it is true that these rules must be upheld and enforced, it is true frequently that those who infringe on these rules have reasons for such non-conformity. The case of Bob Hutchins is intended to indicate the fact that many fine students may be forced to break school laws because of economic pressure and needs within the home. It is the obligation of the school to learn these causes. There are, of course, many other reasons for nonconformity which have some justification. Everett feels that it is imperative to consider the background and needs of the home in many instances where children seem to disregard the school's regulations. [77]

Bolen feels that parents frequently have remarks and suggestions which would be relevant to effective school functioning and that the teacher and administrator "might learn something" by listening to the explanations of parents. [23]

¶ 98. *The school should initiate a study of the community and its contribution to the home and to the school.*

There has been insufficient interaction between the school and the community to the detriment of each institution. It is believed

that with a greater awareness of the needs of youth both community agencies and the school are realizing increasingly that united effort is necessary to curb juvenile delinquency and to care for the needs of boys and girls. Prall has indicated that the value of the community agency to the classroom teacher and the contribution of social agencies present in most communities will be increasingly recognized. [174]

Gooch and Keller give excellent information about conducting a survey of community agencies to ascertain their facilities. [101]

In an excellent volume clarifying the challenge of education, the Stanford University education faculty have indicated the value of the community and its auxiliary agencies to the counselor, the teacher, and to the administrator. [205]

PAGE 105

¶ 99. *Boys and girls of the school may be stimulated to study the community if the school takes the initiative and provides leadership for this study.*

The abundant energy of youth may be utilized to good effect and provision made for interesting study if the youth of the school are led into making a community survey. There are many interesting articles available in educational publications which describe what they are doing to become better acquainted with the democratic contributions of agencies in the neighborhood.

Adkins has shown how a student council assumed some responsibilities and took an active part in the community through the leadership of the school, [1] and Hanna, in his interesting book, *Youth Serves the Community*, has made an outstanding contribution in giving factual data about what youth have and are accomplishing in this country and abroad. [106]

¶ 100. *Boys and girls may develop some appreciation of how the community serves them and could serve them if they are led into a study of it.*

Vandalism and destruction, frequent in communities where

children are bitter, hostile, and confused, will decrease when children become an integrated part of the community and when they feel that it is *theirs*. Their resentments against society, their homes, and their teachers will decrease when the adults take an enlightened view of youth and include young people as a part of the democratic community. Appreciation and constructive action and a decrease in the human wastage of youth will result from participation in the activities of the community that is alert to their problems.

In a brief seven-day study initiated by the teacher and conducted by the pupils, Smith found that not only did pupils develop greater understanding of the community that served them, but the school, the parents, and the townspeople were more than gratified with the results of the study. [202]

Brown thinks that a closer relationship between the school and the agencies of the community will have a direct influence on increasing the appreciations that pupils will have of both agencies and school. [31]

PAGE 108

¶ 101. Standards for the teacher are, to some extent, set by the community she serves.

Customs and traditions which have been established for long periods of time cannot be broken quickly, and most teachers are willing to recognize and to appreciate the traditional thinking which seems to be a part of some communities. It may be that teachers have been too willing to be dominated by community tradition and have retired into their profession.

With increasing school-community interaction, communities and traditions must likewise be challenged. Perhaps the greatest challenge should be that of a better status and a broader standard for the teacher. It is reasonable to expect the community to make some changes if the teacher is expected to grow in her understanding of the community.

Meek says that "the tradition in some communities limits the

behavior and activities of teachers so narrowly that it is often difficult to teach more than a few years and still be human." [153]

Patience, skill, and timing are required to effect some social community education, according to Cook, and he suggests a tactful and diplomatic approach on the part of the teacher. He would suggest that she develop a pleasing personality, wisdom, and leadership qualities to meet the problem of community censorship. [50]

PAGE 108

¶ 102. *It is the obligation of the community to establish a mental-hygiene concept of teaching which is conducive to teacher growth.*

The time is not too far distant when laymen will read and hear about their obligations to the school and the rôle which they can play to make teacher growth a reality. It is their responsibility to make it possible for teachers to live normal, happy lives, to be recognized as human beings having the same urges and desires that other members of the community have, and to have the security of marriage and homes of their own. Until the community establishes a mental-hygiene concept of teaching, the rôle of the teacher is not promising.

In an amusing little article called "Life in a Fish Bowl," one teacher, who is not willing to identify herself, says that she has only ordinary desires and feelings. When she thinks of dancing, laughing, and even being undignified, a ghost from the community is apt to say, "Tut, tut, my dear, you won't set an example for your pupils that way." [140]

Selkove feels that the attitude of the community toward the teacher is one of the major problems in the teaching profession and shows real understanding when he says that the mental health of the teacher is no different than the mental-health requirements for anyone else. [196]

PAGE 109

¶ 103. The teacher should remain in the profession of teaching in a particular community only as long as her attitudes and feelings make growth possible.

Conflicts with a community which have made an indelible impression on the teacher are just cause for the teacher to desire a change in position. It has been mentioned that there may be wise and constructive means of meeting community criticism, but it is also true that there are some instances when the conflicts between the teacher's personality and the traditions of the community are so great that a change is necessary.

Molly has pointed out that it would be unwise for Sally to remain in the community if she felt antagonistic and rebellious, and it is believed advisable for teachers to change positions if faced with a dilemma of insurmountable community opposition.

Waller believes that teachers have become so "aim inhibited" because of the pressure of mores and the lack of tenure protection that their thinking is "unclear, illogical and incomplete." [218] It is doubtful if any profession or any position is adequate cause for the sacrifice of inner peace and security.

PAGE 111

¶ 104. A study of the community may begin with a study of that community as it is represented in the classroom.

The approach that Mrs. Goodman made in the story to the study of the community of Hampton was a natural outgrowth of the racial and national groups represented in her classroom. Her procedure would be coincident with the theory that pupil activities should grow out of their own interests, needs, or desires. In the instance of the story it is true that she recognized the emotional disparity that existed in her classroom and that she recognized pupil needs before they were aware of them, but her approach to the study of the minority groups within the community grew out of the representation in the classroom.

This point of view is represented throughout Olsen's book, *School and Community*. He says that it is now widely recognized that "problems of human living in local, regional, national and even international communities" should be the core of the curriculum in the modern democratic school. [167]

Smith feels that the school group is a primary group for the child and is an excellent beginning in social living because it is not as complex as some other groups and because it furnishes the child his initial experiences in social unity. [201]

PAGE 112

¶105. *The home should be considered in any study of the community and should be a part of the study by making its own unique contribution.*

There are many interesting results from activities in communities where the school and the home are really cooperating, and the effect on the community in some instances is dynamic. At the Benjamin Franklin High School in New York City parents began meeting in an old storehouse, and, under the wise leadership of the principal of the school, brought better housing to a poverty-stricken area. [78]

In Denver a parent-teacher council was established and over a hundred parents took part in the vocational training period of summer students, with the result that the schools had a better understanding of the parents, the parents had a better understanding of the schools, and the separate contributions of each participant were more far-reaching. [20]

¶106. *Community appreciation is developed when individuals share the backgrounds they have had with each other.*

Mrs. Goodman's plan to have the children in her class share the backgrounds and experiences which had been unique to each may create better understanding provided that similarities of experiences are stressed and differences in customs are minimized. Pointing out the similarities which exist between racial groups

and emphasizing the interesting phases of differences might be considered wise practice in working out involved and delicate racial and national differences.

Schoenhof's class was discussing the Four Freedoms and, realizing probably that there were differences in the group, she took them on a tour to acquaint them with some of the religious views of the community. After an interesting day of trips to churches and religious groups, the class had some discussions about what they had learned. She felt that the class which had been "full of cliques and selfish motives" were influenced by their study to such an extent that they became "friendly and thoughtful." [193]

Harvey gives an interesting discussion of how some high-school students are sharing their experiences not only in their classroom but in their communities by tutoring adults. They are tutoring high-school pupils who are having difficulties in some of their classes and in some localities are working through the community adult-education program. Their work is sponsored through the National Honor Society, chapters of the Future Teachers of America, and through scholarship committees. [109]

PAGE 113

¶ 107. *A variety of activities may be planned by a group, and, led by the teacher, may develop group spirit.*

Mrs. Goodman's work in having pupils divided into activities and committees is similar to the work being done in the Springfield Public Schools and that described by Chatto. In his article he tells how councils and committees of all grades, races, and nationalities work together in various school organizations. He feels that the true spirit of democratic living becomes functional through the responsibilities which are assumed and the results of learning through experience. [45]

Wrightstone and Campbell show how group spirit and appreciation was stimulated when a civics group in a school district studied the evils which existed along the banks of a river in the community. Even the art class was drawn into the activity by

sketching the banks as they looked at that time and making drawings of how they should look. The class developed such community interest that they were successful in remedying the conditions and building garden sites on the banks. [227]

PAGE 113

¶ 108. *Group spirit is increased and community interest established when teachers share with each other the school activities they develop.*

Teachers, too, can become so interested in a community and in what may be accomplished in that community that their civic-mindedness has far-reaching effects. A biology teacher in Holland, Michigan, became interested in the challenge of a tract of thirty acres of sub-marginal land that had been donated to the board of education. He interested his class and the teachers at the school with the result that the land was reclaimed and became suitable for farming. [78]

As leaders who are respected and whose opinions are valued highly, teachers have a unique function and a great opportunity to unite and coördinate the efforts of the homes which are served through the public schools.

PAGE 114

¶ 109. *They may contribute to the community from their own background of interests and abilities.*

The effort to stimulate teachers to make contributions to the school through hobbies and interests they have followed over a period of years may be carried a little further, and their contributions to the community may be thought of in terms of special skills and abilities. Harris suggests that these abilities and gifts have been undiscovered by the community. She feels that their discovery "would increase community life and probably mean more rapid growth of the teacher's skills." [108]

Our democratic concept of education is probably one cause for the greater emphasis on recognition of individual worth. As the

schools and the communities become increasingly aware of the special abilities of their teachers there will be greater demand for the unique contribution of each person.

CHAPTER VIII

The effect of the war and the resultant threat to democracy has awakened a consciousness of the fact that if the democratic way of life is to survive, all agencies and institutions must study its principles, understand its weaknesses, and do their part to further democratic living. The educators of our country are among the individuals who realize the need to educate for democratic living, and their interest and stimulation are causing a reëvaluation of educational methods throughout the country. One reads more and more about democratic administration, about relationships within the school which must be built upon the basis of equality, about pupil participation and classroom methodology that is conducive to the growth of each individual and that recognizes the contribution of each personality.

It is pointed out in the first part of this chapter that experience in democratic living is not sufficient, that an equalized way of life must be taught, values must be scrutinized in the light of what is best for all, and the concepts and principles upon which it is built and the unique contribution of each individual must be recognized and made evident.

There is need for reading and studying not only the history of the American way of life, but our present government and all its ramifications at the present should be understood by high-school boys and girls so that they may become intelligent citizens of the world.

The teachers of Hampton made numerous mistakes in their attempts to democratize the classroom as might be true in any school situation. The last part of the chapter closes with an emphasis on the need to reëvaluate one's teaching, to find the flaws

and errors which one has made in the classroom, and to profit from these experiences and to plan for a wiser procedure in the future.

PAGE 120

¶ 110. *The school should provide opportunities for pupils to learn to live democratically.*

Dick Arnold's belief that affording pupils a chance to experience democratic living is a point of view that is recognized, even though not always practiced, by many educators and teachers. The school represents a basic environment in the growth of attitudes and ideals, and Hopkins believes that "the cause of democracy is won or lost with youth by the time they have completed high school—or before they cast their first ballot." [120] With the recognition of this point of view there comes a greater realization of the need to plan democratic experiences in our public schools.

PAGE 121

¶ 111. *The school should also provide education and guidance in the limitations and advantages of democracy as compared with other types of government.*

When making a comparison of democratic living and that of totalitarianism, one is impressed by the fact that it is not necessary to indoctrinate children in democracy. If the processes of reason are put into full activity and the child is stimulated to evaluate for himself, he may gain greater appreciation of equality in life and may be wise enough to realize the privileges and limitations of life in the United States.

Boys and girls may also learn that there are limitations as well as advantages in a democratic way of life and that its successful functioning is dependent on the contributions of individual members.

The Educational Policies Commission has pointed out that "to ascertain that experience in democratic living is the whole of education for democracy is to deny to ourselves the greatest con-

tribution which intelligence can make. Experience is essential, of course, training in the mere verbalisms of democratic vocabulary is no education at all. . . . Experience in democratic living should, therefore, lead on to inquire into the distinctive characteristics of such experiences, to reflect on the meaning of democracy, and to the application of democratic principles to situations which are as yet beyond the range of direct experience for the student." [71]

Guidance in the principles and ways of coöperative living implies, as Cox has said, that we teach children to think. He feels that one of the democratic procedures within the school should be that of evaluating propaganda. In an interesting article he points out how classes in the high school may contribute to evaluating the authenticity of the written word. [56]

PAGE 122

¶ 112. The teachers college and school of education should prepare teachers for democratic living and teaching.

It is believed that teachers colleges in the future will give increasing emphasis on not only participating in coöperative activity but that they will include also guidance and education in methods of increasing the interest of young people in equality of living.

Melvin feels that there should be long and patient study in the meanings of a living democracy, [154] and if his point of view is followed, the teachers of the future will be more adequately prepared to guide children toward experiencing and learning about the way of life the people of our country have chosen. [62]

¶ 113. Studies and school experiences have more meaning for pupils if they share in their preparation.

The relationship of the teacher to her pupils is being reconsidered, and it is suggested that the teacher should be a member of the group and that teachers and pupils plan together to make school a meaningful experience.

Hopkins suggests that the basis for planning the curriculum is for pupils and teachers to work together coöperatively to "help children discover, study and satisfy their needs as intelligently as possible through operational process guides rather than through end goals fixed and controlled by adults." [121]

The question is not whether or not children should participate in the planning and initiating of school experiences, but rather one of the degree of such participation.

PAGE 123

¶ 114. The school government may adopt some of the forms of local and national government.

Wrightstone and Campbell feel that it would be advantageous for pupils to make a thorough study of government machinery in classes in social studies, and they suggest further that students become acquainted at first hand with some of the political organizations of their communities. [227] Their description of how one teacher successfully brought the civil service system into the school student government may stimulate similar procedure in other schools.

Discouraged because of hearing much talk about democratic living but very little about democratic doing, Waltermire has made suggestions about incorporating into the school experiences of pupils some ideas and ideals of real citizenship. [220]

¶ 115. There should be volunteer effort rather than appointed effort in democratic school procedure.

Very frequently a teacher who can estimate the capabilities of pupils may be inclined to appoint children to carry out certain functions of the school. This method is autocratic and totalitarian and causes pupils to feel that there is discrimination within the school. While it is true that the less efficient child needs greater help from the teacher, it is likewise true that he needs experiences which will develop efficiency and his abilities more than the child who can carry out instructions without much supervision.

PAGE 125

- ¶ 116. *The school should feel an obligation to do its part in keeping the community informed about national issues without becoming an active participant in controversial issues.*

There is some diversity of opinion about whether or not the school should participate in community questions and national issues of a controversial nature. Some writers feel that the school should lead the way in the thinking of the people of the community, and other authors feel that it is the duty of the school to point out the issues and to give facts and data concerning them without being a part of the controversy.

Ridgway thinks that *localism* is causing the schools to do only half a job and that the educative function has become so localized in general plan, execution, and perspective that the larger goals are lost. He explains further that because of the great need for internationalism in the future, we must have well-educated people who are acquainted with national and international plans and policies. [180]

The school can serve as an excellent agency for bringing some of these issues before the community with or without stating a conclusive belief in the issue.

Leary suggests intensive teacher interest in the community and in all matters of national importance and does not seem to discriminate between the issues which are controversial and those which are not. [138]

PAGE 126

- ¶ 117. *Sharing knowledges with the community is not a burden for teachers provided that special staff members such as the librarian contribute to the program.*

If the school is to function in the community as a whole, it may be presumed that the entire staff will take part in the activities of the school. This would mean that the librarian would be able to

make a real contribution in compiling bibliographies and in developing other reading materials.

Chubak describes a rôle that the librarian might take in a very realistic way and points out that she has a unique opportunity for building morale and stimulating the whole school personnel to function as a unit. [46]

PAGE 127

¶ 118. *The administrator should recognize special effort and ability among his teachers.*

The effects of praise and recognition have been recognized and emphasized by psychologists for many years. They have a tremendous influence on a teaching staff and provide real incentive for teachers to do their best.

Shafer would place the recognition of ability and accomplishment and an adequate reward whenever and wherever possible as one of the outstanding principles in the democratic public schools, [198] and Burnham thinks that the need for success is a wholesome stimulus, a universal characteristic for children as well as adults and says that children have "an enormous appetite for it" and adults "become depressed without it." He goes on to say that it is the gravest error for teachers and people in public education not to take advantage of this effective stimulus in their daily work. [34]

PAGE 128

¶ 119. *Teachers should make evaluations of why they succeeded or failed in a class undertaking.*

It has been mentioned before that evaluating and reëvaluating is a part of effective work in education. It might be added at this time that such thinking when undertaken in a democratic group in which all members are interested in the success of each person* is stimulating, helpful, and rewarding.

One of the reasons for the success of the workshop plan is that it affords teachers a chance to meet and discuss problems which

are common to all and to exchange ideas and evaluations of successes and failures they have had.

Personal bias and prejudice, oversensitivity of feelings, isolation from the group, and lack of knowledge and skills may be overcome through the democratic method of meeting together in united effort and helping each other solve unique problems.

CHAPTER IX

Chapman and Counts have said that "The teacher . . . can make the world over in a single generation." [43] If teachers, united and with a common purpose of bringing out the best that is in children all over the world, could reach the hearts of the boys and girls they teach, international unity might become a reality.

This chapter is written in the hope that the imagination of teachers and student teachers may be stimulated and that they may be inspired to do their part in urging youth to take an active interest in creating amity and good-will between the schools of the world. There is a contribution which teachers, as a group, may make to world peace, and the significance of their rôle in guiding the thinking of youth toward international brotherhood cannot be estimated.

In this chapter there is a real change in the superintendent's attitude toward the teachers, but the effects of former autocracy could not be eradicated immediately, as Mr. Morrow learned.

It is believed that if high schools over the country obtained speakers on world unity and if the teachers joined in the effort to develop youth's thinking in this area, much good would result. The suggestions contained within this chapter are not only within the realm of possibility but are actually in progress in many school localities. The difficulty in this chapter was in limiting the suggestions because, as will be noted by the references, many schools are already guiding young boys and girls to an appreciation of international order and peace.

It will be noted that the pupils are the initiators of most of the activity of this chapter, the teachers and administrators being the motivators. An effort is made to show how different kinds of classes may make their own unique contributions to world understanding and good-will.

In looking back through the book it will be noted that, first, Molly was concerned about the problems of teachers, her efforts influenced Mr. Cushman, they stimulated the teachers, the teachers stimulated their pupils, and in this chapter the pupils are reaching out into the community to effect change and improvement.

PAGE 135

¶ 120. The school should take the initiative to plan educational opportunities for the community which will broaden their understanding of international issues.

The community-centered school is in a unique position to guide the thinking of the members of the locality and to influence the contribution which that community may make to the nation as a whole. The difficulty is that the school has not, in the past, exerted its influence as completely as it might have done, and anti-democratic forces have developed in many parts of the country.

Now is the time for the school to intimate and to make clear a profound faith in international unity and an intent to contribute to world brotherhood. Myers feels that the failure to realize that peace education must play a major part in maintaining peace was one of the major blunders of the last war, [161] but it is hoped that an unawareness of education as to the rôle it might have played will not be true at the present time. Educational literature of the present abounds in excellent ideas and suggestions as to what education may do in building understandings throughout the nations of the world.

PAGE 136

¶ 121. The school personnel should have the privilege of choice about meetings that are not requisite to their work.

If the teachers of Hampton had been forced to come to the meeting at which Dr. Rasmussen spoke, their interest in his subject might not have been as wholesome as it became. Excellent purposes in schools are sometimes defeated because of autocratic methods of accomplishing them.

A comparison may be made between the reaction obtained from teachers when a democratic and an autocratic method are employed. Teachers of the present are not in a position to resent openly many impositions of administrators and, in most instances, comply with the requests of those who are in authority. The emotional climate of the school, however, suffers when teachers are not given the privilege of choice about work that is not a part of their obligations as teachers.

It may be that the real task of the teacher and of the school itself needs to be defined, but certainly it should include an intent to work toward international peace. The plan whereby the task may be achieved depends on many factors which are characteristic of the individual school and community, but the individuals who are included in the task and the plan should have freedom of choice to contribute what they desire to give.

PAGE 137

¶ 122. The school should take the initiative of broadening the student point of view to an increased knowledge of international issues.

Every class in the high school has its contribution to make toward increased understanding of international problems. The approaches to the subject are infinite and the possibilities unlimited if teachers and administrators are willing to seek them.

Landis has written an excellent article on how he has developed a "social problems" course for high-school students. He be-

believes that study of the ideologies of different national groups will lead to increased understanding and will help youth understand the reasons back of wars. His approach would be through a study of the social problems of the human race. [136] Other suggestions of a practical nature will be discussed shortly.

PAGE 138

¶ 123. The school should take the initiative to stimulate pupils to make a contribution to international unity.

The youth of all ages have influenced society either constructively or destructively, but it is the obligation of adults to guide youth to make a worth-while contribution. The energies of youth at the present time are not being directed toward constructive achievement as fully as possible and one of the results is increased juvenile delinquency.

Dorothy Canfield Fisher points out the contribution which youth might make and suggests a "Humanity Chest" to train the younger generation to serve humanity. She places the responsibility for developing youthful understanding of international problems squarely on the shoulders of parents and teachers. [86]

¶ 124. World unity may be furthered by a greater understanding of other nations.

It is within the realm of guidance for teachers and adults to point out some ways in which young people might further the cause of world unity or to evaluate with them the plans they wish to develop, but an understanding of other nations is a basic essential of good-will and continued international amity.

¶ 125. World unity may be furthered through writing friendship letters.

The exchange of letters between the youth of this country and other parts of the world is not a new idea, and it has brought much interest and happiness to those who have tried it with the intent of promoting better understandings.

Salisbury feels that this method of intercommunications is a real pleasure for the participants and that it contributes to the cause of world peace. She gives full data about how to make contacts and how to obtain exhibits and other materials from different countries to the south of us. [191]

PAGE 139

¶ 126. World unity may be furthered through readings and bibliographies.

It has been mentioned that studying the habits and customs and ideologies of different countries is of value in learning the causes of war. It may be stated further that such a study when widened to include many readings and bibliographies may be of value in learning how to keep peace.

Great Britain's Office of Education has realized the value of furnishing students with readings and bibliographies about different countries and is stimulating much reading about our country and other nations in the schools of England. Beal describes the plans they are making to build the world citizens that will be needed for tomorrow. [14]

¶ 127. World unity may be furthered through studying the arts and creative interests of different peoples.

The United States has "borrowed" from the arts of many lands and their creativity has been fused with our own imagery. In studying the arts of other countries dissimilarities in concept and visualization may be appreciated and emphasized because they do not destroy the basic human similarities which are essential to common understandings and united goals.

Interest in universal arts may have a humanitarian motivation as well as an æsthetic appreciation if the teacher directs the thinking of the children toward this end. Patterson has described the art work, music, and other classes of this kind as they are being presented and developed in a number of cities in the United States as well as outside our own country. [169]

PAGE 141

¶ 128. *World unity may be furthered through an exchange of ideas and readings with other countries.*

The viewpoints and thinking of youth in other lands would be of tremendous interest to young people in our country. There is much opportunity for our young people, too, to exchange our democratic point of view with boys and girls of other countries through pamphlets, newspapers, and other material which might be exchanged. The closer we get to the hearts of other lands, the greater the opportunity for building basic agreements and emotional solidarity and we know, from past experience, that it is the hearts of other lands which must be reached as well as the intellect.

PAGE 142

¶ 129. *World unity may be furthered through an exchange of activities and interests between high-school groups in this country.*

An exchange of high-school papers, as is suggested in the story, might be one way of developing increased interest in international affairs. Looking into the future it might even be hoped and anticipated that some day there will be a representative group from the high schools of this country who will meet to discuss the activities and plans of their schools to further world peace and international unity. The opportunities are tremendous if the teachers and schools of our country direct the enthusiasm, energy, and thinking of our youth toward these commendable objectives.

Enthusiasm is infectious and young people are almost always interested in the activities of their peers. Various means may be taken to acquaint groups with the procedures and achievements of other groups who are interested in increasing world understanding, and high-school boys and girls might possibly foster a spirit between countries which adults could not achieve.

PAGE 142

¶ 130. The community and the school should work together for the promotion of international brotherhood.

Fisher feels that the place to begin the promotion of international brotherhood is in the home and the community. He feels that there are numerous problems within our own country which should be solved as we work toward a better postwar world and that the school should guide international thinking through knowledges concerning the tariff policy, international politics, religious tolerance, and cultural interrelationships. [87] These knowledges should be a coöperative effort on the part of the educational world and the community, which the school is supposed to reflect.

Mr. Morrow's concern about the community and his desire to include it in the plans for the school seems most commendable, and, while his appreciation of his teachers was not very broad, his concern about the community he represented seemed admirable. Articles which are released from the school for citywide reading through the newspapers may mold the thinking of the townspeople in the right way if planned with this objective in mind.

PAGE 144

¶ 131. Subject-matter classes may begin with the individual student and his needs, extend out to include a consideration of his peers, and may consider his community, his national, and international friends.

There seems to be a two-way line of conscious concern extending from the individual out to internationalism and back again. This interactive process must be studied and understood to avoid the danger of going so far from the "home base"—the individual—that problems on the "home front" may be obscured by a concern for the world.

This chapter in the story closes intentionally with the purpose

of drawing the reader and the student back to an awareness of the needs of the individual in the world community and the emphasis on him as a point of departure.

Penhale has pointed out that the basic ingredients of democracy are not only tolerance for, but regard for, the other person. [170]

CHAPTER X

It seems only fitting in the closing chapter of this book for the heroine to look back over the year and to evaluate what it has meant and would continue to mean to her. Molly realizes that only as her goals and motives in life become clear to her could she grow from within and be able to make a contribution to her profession. Some of the problems of the profession which deter inner growth have been developed purposely in this chapter.

It might be well to point out again, however, that the reader should not think of the activities in this book as comprising one year of work in the public schools because it is almost certain that no school could attempt in one year all of the suggestions included herein. No continuity of methodology is intended.

The plan of the book has been to present some environmental factors which act as deterrents to effective teaching, then to develop some extrinsic factors in the teacher's own life which influence her, and then to widen her intellectual interests and work in her profession to a point of international concern. Parallel to the widening of these intellectual interests there has been an effort to delve deeper into the hearts and the emotions of those in the teaching world. It is hoped that this last chapter may bring a full realization that only as teachers learn to live with themselves with self-regard and esteem can they really touch the hearts and lives of their pupils. A real love of humanity and the ability to see the best in others begins with a recognition of the

best that is within the self and a keen, intense desire to include and to contact that beauty which is inherent in life.

PAGE 150

¶ 132. *The teacher should have a clear understanding of what her position means to her.*

There are many instances in which teaching is merely a stepping-stone to marriage, a better position, or another kind of vocation and in many of these instances a high percentage of ineffectiveness may be expected. While it is true that many people have left the field of teaching within the past few years, if their motivation were solely that of remuneration their contributions might have been questioned. When teaching becomes a privilege instead of a right, as has been brought out by Townsend, [216] and when the conditions in the profession are sufficiently attractive to interest these people who are really qualified to guide young people, the motivation of those who go into the profession may be clarified in the early part of their education.

A certain amount of loftiness of purpose may be expected of every teacher. Devotion, without martyrdom, to the cause of education and loyalty to the profession should be considered as requisites to becoming a teacher in our public schools.

¶ 133. *Every individual needs to feel that he has a contribution to make and the teacher is no exception.*

Psychologists have pointed out the great need of every person to find a place where he feels that he is wanted and needed, where he feels that he has a service of importance to perform. The profession of teaching offers unlimited opportunity for service to humanity and unquestionably many people are attracted to it because they seek a chance to express that which is worth while within themselves. Those teachers who are devoted to their work, who leave the school in the late afternoon fatigued, yes, but with the feeling of a task well done, know in their hearts that they have made a contribution through those they guide.

In Hill's description* of one day in a high-school teacher's life, there is an unspoken love of her work. The young people who seek her because of what she *is* as well as because of what she *knows* is ample proof of the contribution she is making. [116] Greater recognition of their service from administrators and communities will help many teachers find extrinsic appreciation of what they are trying to do.

PAGE 151

¶ 134. *A real evaluation of one's self includes a consideration of virtues as well as limitations.*

While it is true that too much self-reflection may cause a neurotic turning within, most people find it helpful to make a few inner evaluations. Little and Fenner believe that one of the major characteristics of educators is the "zeal for self-improvement," which can be a strength or a weakness. Their brief article might be of help to the teacher who feels the need of a professional inventory. [141]

McCool has written a charming and thought-provoking article on how to estimate teaching success. Her style of writing would make good reading for a weary teacher who feels that the burden may be too heavy. [148]

¶ 135. *Real friendships are those which grow out of affection that is not possessive or demanding.*

This book is not intended as a treatise on friendship, but the social life of the teacher and the personal as well as the professional contacts she makes have such a dynamic influence on her teaching that they are within the frame of reference of this book.

Because of the restrictions and peculiarities of the teaching profession, teachers are bound together through bonds of mutual understanding. Many people in the profession realize that they cling tenaciously to the friendships they cultivate among their

associates and that they become possessive and demanding in thought if not in action. They realize, too, that there is no greater threat to friendship than possessiveness, and, like Molly, do not want to destroy their own freedom or that of any other persons.

The process of self-reflection is sometimes painful, but it is challenging and beneficial for every person to know what his friends mean to him and what he means to his friends.

PAGE 153

¶ 136. The teacher who makes a real contribution is one who evaluates what he can do in his position and stays long enough to accomplish it if it can be accomplished.

The motility of teachers is the cause for grave concern at this time. Only 6.85 per cent of the young women questioned in a recent *Fortune* poll said that they would voluntarily choose teaching above all other professions and, in the state of Michigan three thousand teachers quit their positions and another thousand moved to other states. [69]

Crawford discusses what the San Diego schools have done and are doing to retain their teachers [58] but it would seem that happiness in one's task is dependent on more than economic security. There are many considerations to this question of teacher motility and many corrections to be made within the profession itself and within the thinking of those who represent the profession.

¶ 137. The status of the individual teacher is dependent on the status of the whole profession.

A realization that one's status is dependent on the status of the whole profession should cause teachers to join together in a united front to make that profession the best that it can be. And it can be a glorious profession if teachers make it that! Firth says that teachers should "remember that they are members of a great profession" and that at times it must be considered before personal preferences. [84] As more and more members of this

group realize that every teacher has a responsibility toward the profession, the status, prestige, and consideration of each member will be increased. The profession as a whole has an obligation to the individual teacher and, as will be discussed below, the individual teacher has an obligation to the profession. Reinhardt gives specific information about what teachers can do to improve their status and to make the profession more attractive and, inasmuch as the profession is dependent on what teachers make it, it is they who can create a status which will mean prestige and recognition. [179]

PAGE 153

¶ 138. *The profession of teaching as a whole is dependent on the quality of the individual teacher.*

One can pay only homage to the individual teachers of Norway for what they have endured in World War II in their heroic struggle to maintain their integrity and to keep their loyalty to their profession. This group of many individuals who believed firmly in the purposes of democratic education presented a united front which the greatest threat the world has ever known could not break. [200]

The truism, "A chain is as strong as its weakest link" may be considered applicable to the field of education. The time may not be too far away when democratic administration in the schools will allow teachers to have some representation in the choice of colleagues and it may be that, at that time, teachers will help seek qualified individuals whose contribution will elevate the profession as a whole. When this time comes teachers will not begin their professional work with "radiant plans for the future" and become "blatant malcontents," as Glicksberg has expressed it, [99] but will retain their "high ideals, excellent habits and sound minds" [18] to guide youth effectively. They will realize that, to give inspiration, they must seek it through an abundant, well-rounded life that is in "harmony with nature, society, and

environment." [144] They will have that healthy teacher personality, described by Rivlin as consisting of professional zeal, a conviction that education is significant, self-assurance and self-confidence in their tasks, they will be responsive to criticism, and be inspired to help youth with the emotional problems which keep them from the good way of life. [182]

Annotated References for Story and Story Interpretation

1. ADKINS, Edwin P., "A Student Council Takes to the Community," *The Clearing House*, Vol. 15 (November, 1940), pp. 138-140.

This article shows how a student council under school leadership assumed some responsibilities and began to take an active part in the community, establishing better school-community relationships.

2. ALEXANDER, Nelle, "Teacher-Personality, Oomph—Or What Have You," *Texas Outlook*, Vol. 25 (August, 1941), p. 11.

"Occasionally we find something that gives us a bit of a lift but for the most part we seem to be a colorless, neurotic lot teaching because we can't do anything else." The basic ingredient of personality is a genuine love of life with the various interpretations one might give to such a term, according to this author. She believes in a spontaneous and genuine interest in others—an interest arising not from idle curiosity but from a real desire to help.

3. ALLARD, Lucile, *A Study of the Leisure Activities of Certain Elementary School Teachers of Long Island* (New York: Bureau of Publications, Teachers College, Columbia University, 1939).

This book is the result of a conclusive study undertaken by the author in analyzing the problem of the leisure time of the teacher. The most common type of activity undertaken by the teacher, according to this study is "inexpensive, indoor, individual, quiet or passive." Reading, walking, and movies seemed to be the most frequent leisure-time activities.

4. ALLEN, Frank E., "Pupil-Personnel Service in South Bend," *American School Board Journal*, Vol. 108 (June, 1944), p. 34.

The point of view in this article is that the principles and practices of mental hygiene should be extended to reach all teachers in service. The author thinks that schools should give at least as much recognition to the social and emotional differences of teachers as they give to mental and physical ones.

5. ANDERSON, Ruth H., "Skills for Social Living," *Educational Leadership*, Vol. I (December, 1943), pp. 144-147

This is an excellent article on what the secondary school can do to help the child understand himself. It stresses that we need a positive way of

looking at education and need to know the goals at which the schools are aiming. The author believes that the friendly relationships among the teachers will do much to set the emotional tone of the school and that it will carry over into the entire school life, having a strong influence on pupils.

6. ANDERSON, Walter A., "The New Teacher Must Not Be Overlooked," *Educational Method*, Vol. 22 (November, 1942), pp. 81-85.

This article is an excellent description of experiences which should be planned for the new teacher. The author recommends workshops because of the group spirit which prevails. He says of the new teachers, "They must not be overlooked, not only because they need our help, but because we need theirs on the difficult tasks that lie ahead" (p. 82). He is very enthusiastic about workshops because they afford opportunity for democratic and creative experiences in learning to live together.

7. ARMSTRONG, Hubert C. "Teacher-Parent Conferences," *California Journal of Elementary Education*, Vol. 11 (August, 1942), pp. 31-45.

There are some excellent suggestions in this article on conferences between teachers and parents. The author feels that the teacher should hold some specific points in mind during the conference, such as allowing parents to say all they wish to say without interruption, not to be defensive, to offer alternatives so parents can make choices, to help the parent realize that no perfect alternative exists, and other suggestions for teachers.

8. ARNOLD, Joseph Irvin, "Building the Community," *Journal of Education*, Vol. 126 (March, 1943), pp. 75-77.

The author of this article discusses in a practical way the uses of community resources and techniques in the classroom for building an appreciation of the community. He remarks that many agencies are willing to send the school illustrative material free and that this material vitalizes classroom teaching about the community. There are some good suggestions in this article for developing knowledge and appreciation of one's community.

9. AVERILL, Lawrence Augustus, *Mental Hygiene for the Classroom Teacher* (New York: Pitman, 1939).

This entire book is devoted to a discussion of the personality of the classroom teacher. The author believes that contributing factors in the happiness of the teacher are fitness for the task, belief in the task, and economic security in the task. The book presents the point of view that teachers must be guided toward mental health.

10. BACHMAN, Mariana, "Teachers Are Human Beings," *Texas Outlook*, Vol. 28 (February, 1944), pp. 9-12.

This author feels that teachers from all over the world possess three distinguishing characteristics which are "(1) the aptitude for imparting knowledge; (2) some form of disciplinarianism, and (3) a knowledge of the subject being taught."

11. BAKER, Frank E., "Training Teachers for Effective Participation in Educational Administration," *Democratic Practices in School Administration* (Chicago: The University of Chicago Press, 1939), pp. 47-62. From the Proceedings of the Eighth Annual Conference for Administrative Officers of Public and Private Schools.

This author feels that teachers should share in the selection of colleagues, that they should be allowed a final vote which would have as much weight as that of the administrator. He explains a very interesting method of teacher selection through a democratic process.

12. BAXTER, Edna Dorothy, "Guiding Personality Development in the Sixth Grade," *NEA Yearbook for Elementary Principals*, Vol. 29 (July, 1940), pp. 355-362.

An experiment was conducted for one year in a class of boys and girls who averaged normal intelligence and social-economic backgrounds in guiding personality growth through the school and the home. Parents were advised about the classroom activities and visited the school frequently. Each parent was interviewed once a month and records were kept throughout the school year. Statistically significant improvement was made in behavior according to parents, teachers, and children and it was believed that parental coöperation was of great value.

13. BAXTER, Edna Dorothy, "Personality Guidance Promotes Home-School Relations," *Nations Schools*, Vol. 30 (October, 1942), pp. 37-38.

Children were counseled weekly by a teacher child-selected, and parents were interviewed each month by another counselor in this study. The improvement made by the pupils in their social and school relationships was stimulated and increased by parental coöperation, the author believed.

14. BEALE, Hilda, "How British Schools Are Helping to Prepare the Citizens of Tomorrow," *Education*, Vol. 64 (January, 1944), pp. 285-288.

This article describes what the British schools are doing to guide their young people, the conditions which exist in the schools, and what is being

attempted to meet those conditions. Britain is spending more and more money on education. Their Board of Education has prepared bibliographies dealing with the U.S.A. and the U.S.S.R. for the use of teachers and pupils, and offerings are being made on American history. This article would be equally interesting for teachers and pupils.

15. BEALE, Howard K., *Are American Teachers Free?* (New York: Charles Scribner's Sons, 1936).

This book is an historical, detailed account of the problems of teachers and their lack of freedom in many areas of life. The approach is almost entirely historical and case study. Hundreds of cases are cited in which teachers have not had freedom of speech or opinion in economics, politics, and other areas of life.

16. BEARD, Charles A., *The Unique Function of Education in American Democracy* (Washington, D. C.: National Education Association, 1937), pp. 82-84. A publication of the Education Policies Commission.

The unique rôle of teachers in democratic education is discussed by this author in an interesting and challenging way. The real function of education in our way of life is presented in an unbiased manner, giving the reader a clear picture of the accomplishments of our educational system.

17. BELDING, Anson W., "Coöperation out of Clashes," *Journal of Education*, Vol. 126 (April, 1943), p. 120.

How to turn clashes into worth-while experiences is discussed with clarity and conviction in this article. Situations in which these clashes between teachers and pupils occurred and what was done to obviate them are discussed. The article also has some excellent suggestions for counselors.

18. BELDING, Anson, "What! Be a Teacher?" *Journal of Education*, Vol. 127 (October, 1944), pp. 234-236.

Written in the form of a letter to a friend, this article states the pros and cons of teaching and conceives of the profession as needing a new supply of young men and women of "high ideals, excellent habits and sound minds" to guide youth (p. 236).

19. BERNARD, Harold W., "College Mental Hygiene—A Decade of Growth," *Mental Hygiene*, Vol. 24 (July, 1940), pp. 413-418.

Although the number of mental hygiene courses have trebled in the years from 1929 to 1939, less than half of the students who attend colleges have organized courses in this subject. The author arrived at his conclusions after a study of 27 per cent of all colleges and universities in this country.

20. BIGELOW, C. R., "The Parents and the Community Take Part," *Educational Trends*, Vol. 9 (March, 1941), pp. 19-23.

A parent-teacher council was established at East Denver High School in 1938 to make provision for pupils and parents and teachers to work together. One hundred parents took part in the vocational-training period. The author, who participated with his son in the experiment felt that the schools had a better understanding of the parents, the parents had a better understanding of the school, and both school and community had a better understanding of the separate contributions of each through the coöperative efforts of all participants.

21. BINGER, Carl, *The Doctor's Job* (New York: W. W. Norton & Company, Inc., 1945).

The Doctor's Job is a warm, interesting book written by a psychiatrist who shows deep understanding of humanity. The need for the individual to accept himself is pointed out in numerous places throughout the book. The discussion is challenging.

22. BLOUNT, George W., "Pupil Participation in School Management," *California Journal of Secondary Education*, Vol. 15 (March, 1940), pp. 157-159.

The author describes a program of active service between the school and the community. So much interest was aroused in the school that the plan has continued and grown. There are now 62 members from the high school who serve in 13 different community-service projects. There is also a detailed description of the student government in the school, including the student cabinet, service organizations, and many administrative responsibilities at the Abraham Lincoln High School in Los Angeles.

23. BOLEN, W. F., "Converting School Critics," *Journal of Education*, Vol. 127 (November, 1944), p. 274.

In a brief but relevant article this author points out the value of learning what parents have to say and stresses the importance of having them come to the school and of really listening to what they have to say because "you might learn something."

24. BOLEN, W. F., "When the Child Appeals His Mark," *Journal of Education*, Vol. 126 (December, 1943), p. 291.

This author feels that a child's inquiry and questioning about his grades and his work shows that he is interested. He says that the exchange about his work affords the teacher an opportunity to do some real character building. In this brief article he lists and discusses the procedures of discussing grades with pupils.

25. BOND, Helen J., "Home and Family Life Education for Youth," *Teachers College Record*, Vol. 43 (May, 1942), pp. 611-617.

During the year 1941 there were three outstanding books on American family life, according to the author, which appeared after a dearth of books on this subject. The author discusses the developments which were responsible for these simultaneous publications. The lack of properly trained teachers may be a problem in the fulfillment of the goals which stimulated an interest in this field of thinking.

26. BOWMAN, LeRoy E., "School Programs of Home-School Cooperation," *Parent Education*, Vol. 4 (February, 1938), pp. 131-134, 174.

Bowman believes that it is one of the primary tasks of parents and teachers to understand one another's purposes so that there may be integration between the two environments. This article is a summary of the home-school cooperation between experimental, representative, and conventional type schools with the homes in the three communities.

27. BOYNTON, Paul L., and Others, "The Emotional Stability of Teachers and Pupils," *Journal of Juvenile Research*, Vol. 18 (October, 1934), pp. 223-232.

In a study involving 73 teachers and more than a thousand pupils it was found that in two and a half months the effects of the mental health of teachers on children were direct and real. The teachers who were emotionally unstable tended to have associated with them the children who were inclined to be unstable.

28. BRAGDON, Helen, and Others, *Educational Counseling of College Students* (Washington, D. C.: American Council on Education, 1939).

This article brings out the need for the counselor to have all the data necessary to give a reasonably complete story of the student as well as all the facts needed to understand a particular situation. These facts may be obtained from teachers, parents, associates, physicians, and others (p. 3).

The authors also point out that it is impossible to advise counselors as to the methods of counseling a particular student because each person's difficulties are complex, the methods may not be specific for certain problems, and the functions of personnel officers are not always discrete (pp. 32-33).

29. BREINAN, Alexander, "The War and Our Guidance Programs," *High Points*, Vol. 25 (May, 1943), pp. 11-19.

The article discusses how the subject-matter course can contribute to the total guidance program. The author also discusses a number of pupils

who needed some behavior redirecting, pointing out that a study of these pupils revealed a number of causes of nonconformance.

30. BRINKER, Dorothy, and FENTON, Norman, "The Visiting Child Guidance Clinic," State of California, Bureau of Juvenile Research, *Bulletin*, No. 5 (August, 1931).

This brief manual of instructions is a gem of information about child-guidance clinics and child-guidance conferences. The section, "Guide to the Personal Interview of a Child" is written with clarity and understanding and would be of great help to teachers (pp. 1-14).

31. BROWN, Marion, "Coöperation Between School and Community Agencies," *University High School Journal*, Vol. 7 (April, 1927), pp. 25-32.

This article stresses coöperation between schools and community agencies and says that the school should strive to earn the confidence of the agencies. The author feels that agencies have data which contribute to the better adjustment of pupils and that if the school and the agency exchange data and establish closer personal and professional relationships, pupils may be benefited.

32. BROWN, Neil, "Art of Human Relations in Teaching," *Education*, Vol. 62 (September, 1941), pp. 48-51.

An excellent article on placing more thought to the human relations angle to teaching. In summary the author lists principles of the art developed in the article. These seven principles are specific and constructive.

33. BURNHAM, William H., *Great Teachers and Mental Health* (New York: D. Appleton-Century Company, Inc., 1926).

In this very readable book the author has described the personal characteristics and thinking of some of the world's greatest teachers. It was brought out that among these characteristics is the one that each person had sufficient self-confidence to perform the tasks he had set for himself.

34. BURNHAM, William H., *Success and Failure as Conditions of Mental Health* (New York: National Committee for Mental Hygiene, 1926), p. 11.

The author paints a convincing picture of the need for success if mental health is to be retained or restored. He discusses the use of success in the best hospitals and gives some results of this work therapy in helping patients find something worth while to do in which they can succeed. He feels that teachers and educators have made grave errors in not realizing to the fullest extent the value of fulfilling the need for success.

35. BUSCH, Henry, *Leadership in Group Work* (New York: Association Press, 1934).

This book discusses some principles which affect group work, and the first principle listed is that there be a state of readiness for the activity if the group is to profit by group work. The discussions of principles of leadership throughout this entire book might be of interest to the teacher who is concerned about leadership.

36. BUSH, Robert N., "A Study of Student-Teacher Relationships," *Journal of Educational Research*, Vol. 35 (May, 1942), pp. 645-656.

The qualities of the teacher which are most effective for student-teacher relationships of a wholesome kind are discussed with keen insight. The author has included the point of view of the teacher as well as the point of view of the student in his discussion of the interactive process between them.

37. CABOT, Richard C., *The Meaning of Right and Wrong* (New York: The Macmillan Company, 1933).

This book is a philosophical study of man, how he can progress up the ladder of life in terms of understanding the facts about himself in terms of growth. Needs should be the resulting recognition from the knowledge of one's self, the needs to be in terms of a desire for growth. This is the path upward. The path downward is in terms of self-deceit, leading to moral alibiing, procrastination, self-justification, and self-imposed martyrdom.

38. CALLAWAY, Louis Fred, "How Streamlined Is Your Teaching Effectiveness?" *Texas Outlook*, Vol. 28 (February, 1944), p. 16.

There is a discussion of the qualifications of an effective teacher in this article. The author discusses his subject in a thorough and dynamic manner without making the teacher too idealistic or perfect. His discussion about streamlining efficiency is a practical treatise for the teacher. He feels that the competent teacher loves teaching and finds a real zest in it, that he is loyal to all of his pupils and is proud of them.

39. CARR, William G., *The Purposes of Education in American Democracy* (Washington, D. C.: National Education Association, 1938). A publication of the Educational Policies Commission.

This entire book discusses the democratic purposes of our educational system and the philosophy of the volume is that of "reverence for the essential sanctity of all that is human" (p. 21).

40. CARROLL, Agnes W., "Teacher Recognition," in *National Elementary Principals, 21st Yearbook, In-Service Growth of School Personnel*, Vol. 21 (July, 1942), pp. 469-472.

The need for teacher recognition is discussed in this article, the author believing that every individual needs adequate evidence that most of his associates are glad to see him, that they turn freely to him for advice on some subjects, and that they want his active help. This author stresses the great need for approbation of one's associates.

41. CASTRO, Alice, and RATHBUN, Jesse E., "Approaches to Adjustive Guidance," *California Journal of Secondary Education*, Vol. 18 (October, 1943), pp. 365-368.

Conditioning of the environment factors through facilities at school may be done by arranging club and recreational activities for the youngster who has poor home conditions, it may be done through part-time employment if he needs monetary help, it may be done through changing the school program to fit his abilities and interests, or there may be needed a complete change of attitudes. The author also suggests the possibility that the teacher's attitudes may be changed. There is real content to this article on adjustive guidance.

42. CAWTHON, Anne, "A Personal View of Secret Societies," *School Activities*, Vol. 14 (September, 1942), pp. 10-12.

The point of view in this article is that secret societies should be banished, but not by undiplomatic methods or deprivation. The author believes that the student should be guided to realize for himself that secret societies are undemocratic and that they destroy the security and happiness of those who are not invited and cause snobbishness in those who do belong.

43. CHAPMAN, James Crosby, and COUNTS, George S. *Principles of Education* (Boston: Houghton Mifflin Company, 1942), p. 599.

In discussing the rôle of the teacher in public-school education and her effectiveness in guiding the thinking of young people the authors state that "The teacher... can make the world over in a single generation."

44. CHASE, Stuart, *Democracy under Pressure* (New York: The Twentieth Century Fund, 1945).

This excellent book portrays vividly the influence of pressure groups on democracy and the great need of every individual to depend on others for his livelihood and his very existence. He feels that high-school boys and girls should learn about these groups in their studies at school and that they should become prepared to deal effectively with them.

45. CHATTO, Clarence I., "Education for Democratic Living," *Journal of Education*, Vol. 127 (September, 1944), pp. 189-191.

This article explains numerous activities that are a part of the activity program in the Springfield public schools designed to increase pupil growth in intellectual skills and social acuity. Councils and committees of all grades, races, and nationalities work together in various school organizations, taking most of the responsibility for their work and learning through experience, the true spirit of democratic living.

46. CHUBAK, Benjamin, "The Librarian: Morale Builder," *Library Journal*, Vol. 67 (April 15, 1942), pp. 347-348.

The author describes the rôle of the librarian in building morale and of many opportunities the individual in this position may have in being of assistance to students and staff. The school librarian is one of the important members of a faculty and her work may be of tremendous assistance throughout the school, according to this author.

47. CLARK, Edwin C., "Teacher Induction," *American School Board Journal*, Vol. 108 (May, 1944), pp. 45-46.

Teachers who are new to the system described in this article receive handbooks in July before they begin their school work and have an opportunity to become acquainted with the philosophy of the school, the living, social, educational and recreational facilities of the community, and the interpretation the school makes of successful work. There are many suggestions in this article for the successful development of such a handbook.

48. CLARK, Harold F., *Life Earnings in Selected Occupations* (New York: Harper & Bros., 1937), p. 5.

It has been found that public-school teaching is eleventh in the income brackets of different occupations as of 1937. Medicine is remuneratively three-and-a-half times as attractive as public-school teaching. Occupations, in order of average earnings in dollars per year rank as follows, according to this study: medicine, law, dentistry, engineering, architecture, college teaching, social work, journalism, ministry, library work, *public-school teaching*, skilled trades, nursing, unskilled labor, farming, farm labor.

49. COLEMAN, Elsie, "The 'Supervisory Visit'," *Educational Leadership*, Vol. 2 (January, 1945), pp. 164-167.

There is an excellent discussion of the relationships between supervisors and teachers in this article, showing the need for social, as well as professional, contacts. The author believes that there are many ways of developing shared interests which will prove satisfying to both the supervisor

and teacher, such as visiting another teacher at work together, attending a concert, visiting an art exhibit, or any contact which will help further their human relationships.

50. COOK, Lloyd Allen, *Community Backgrounds of Education* (New York: McGraw-Hill Book Company, Inc., 1938), pp. 306, 327.

The author feels that many educators believe that one of the limiting factors in granting freedom for teachers is that imposed by the local community, that there are customs, traditions, set patterns of thought and education which are a block to social education, and that meeting the problem of community education requires patience, skill, and timing, that the courageous teacher will develop a likeable personality and a wise capacity for leadership to meet the problem of community censorship.

He discusses further some conduct codes for teachers, pointing out that gossip, public opinion, administrative ruling, reprimand, and threat of dismissal affect the codes of teacher living, causing many capable people to turn from this field.

51. CORBETT, Thelma I., and ANDERSON, W. E., "A School Looks at Its Guidance Program," *Journal of Education*, Vol. 127 (March, 1944), pp. 96-97.

This article is a condensed summary of the guidance program at Okmulgee, Oklahoma. The author discusses the coöperation they have had with parents. Interviews are held with parents, and the school and home have been brought into closer relationship. Parents visit the school and school representatives visit the home, the two institutions working closely to serve better the needs of youth.

52. COREY, Stephen M., "A High-School Staff Appraises Itself," *School Review*, Vol. 51 (December, 1943), pp. 594-600.

Faculty members of the University High School, University of Chicago met in a voluntary seminar to appraise success of their teaching. They felt that important conditions which contribute to morale were that teachers should know one another as persons and not only as professional workers, that their work should be appreciated and recognized by other school members, that there should be a high degree of economic security, and that teachers should contribute to a definition of what is involved if their work is to be thought successful.

53. COREY, Stephen M., "The Importance of People," *Educational Leadership*, Vol. 1 (May, 1944), pp. 491-493.

Corey says that teachers *are* people and they are probably being treated like people in schools where teachers and administrators are peers, where

they help select their colleagues, where all the teachers and administrators work coöperatively on school problems, where they have a chance to know one another as persons, where personal and professional problems as such are recognized, where motivation is positive, and where they are thought of as individuals.

54. COUNTS, George S., *The Education of Free Men in American Democracy* (Washington, D. C.: National Educational Association, 1941). A publication of the Educational Policies Commission.

Democracy as a great social faith is compared with totalitarian strategy in this little book of about a hundred pages. It is very readable and would acquaint the reader with the sum knowledge of the struggles of democratic education and the meaning of freedom and despotism.

55. COUNTS, George S., *The Schools Can Teach Democracy* (New York: The John Day Company, 1939).

Neither in the profession of public school teaching nor among the laymen of our democracy have we ever faced the problem of educating for democracy, according to Counts. He believes that the two major purposes of democratic education are to develop a "feeling of competence and adequacy" in the individual and to develop a "profound allegiance to the principle of human equality—and worth." He lists other purposes of democratic education and says that the schools can teach democracy as well as practice it.

56. COX, Clarice, "Propaganda as a Classroom Study," *Journal of Education*, Vol. 127 (January, 1944), pp. 23-24.

Democratic education implies teaching children to think, and one way of teaching them to think is to teach them to evaluate propaganda. This article points out how classes in social science, English, psychology, and research may teach children how to evaluate propaganda and to estimate the authenticity of the written and spoken word.

57. CRAIG, Gerald S., "Childhood Education and World Crisis," *Teachers College Record*, Vol. 43 (November, 1941), pp. 108-119.

This article has a splendid discussion of the values of classroom discussion. The teacher who has difficulty stimulating classes to contribute to a general discussion, who finds that the discussion is monopolized by some members, or who has other difficulties getting pupils to express themselves would find help in this article.

58. CRAWFORD, Will C., "Freedom from Want for School Employees," *Journal of Education*, Vol. 127 (October, 1944), pp. 228-230.

In this article Crawford discusses what the San Diego schools have done to make it possible for them to keep their teachers, which they feel they have done in the present emergency. A single salary schedule for all certified employees and a program of adequate pay, adequate security, equal treatment for all employees, a liberal sick-leave policy, and a local retirement plan have been developed for all employees.

59. CROW, Lester D., and CROW, Alice, *Mental Hygiene in School and Home Life* (New York: McGraw-Hill Book Company, Inc., 1942), pp. 183-205.

They have incorporated into their book an excellent chapter on The Teacher and His Adjustments and discuss in a warm way the adjustment to work and status which are necessary. Not only must the teacher adjust to the nervous tension of the classroom, it is necessary also to take out-of-school precautions against professional failure. There is a good discussion of professional and social adjustment.

60. CURTIS, Francis D., "A Study of High-School Handbooks," *School Review*, Vol. 51 (December, 1943), pp. 614-618.

This article is a discussion about the growth of handbooks and lists in detail what sample handbooks obtained from all over the United States have in them.

61. CUTTS, Norma and MOSELEY, Nicholas E., "Teacher and Child . . . The Importance of Mutual Affection," *Childhood Education*, Vol. 18 (January, 1942), pp. 214-217.

Teacher-pupil relationships and how to make them friendly are discussed in this article. The authors say that a "mutual affection" is the foundation of wholesome relationships between teacher and student. An understanding as to why a child acts as he does is necessary for the teacher. They give an inclusive discussion of the multiple causes of child non-conformance.

62. DALTHORP, Charles J., "The Society of American Patriots," *Journal of Education*, Vol. 127 (April, 1944), pp. 124 ff.

In Aberdeen, South Dakota they had had some of the customary difficulties in teaching American history, so they paralleled the required classroom work with a voluntary organization of the above name. The functioning of this organization and some of the results are reported in this article. The Superintendent of Schools feels that not only do pupils

of both elementary grades and high school (both schools being allowed membership) learn more about the history of our country, but personal and democratic goals are realized.

63. DARLEY, John G., *Testing and Counseling in the High School Guidance Program* (Chicago: Science Research Associates, 1943), pp. 164-185.

The author points out that people who are very emotionally upset are not in a condition to learn and the counselor must prepare himself to sit back and listen to the feelings of the counselee. In fact, he is greatly interested in them as the expression of these feelings gives much information to the counselor and it is necessary for the individual who discusses these dilemmas to express them (p. 169).

64. DAW, Seward E., "For What Changes Shall We Plan?" *Ohio Schools*, Vol. 22 (March, 1944), pp. 110-111.

He recommends and suggests that we learn to live together with fairness and tolerance if the "Hydra-headed monster of race and class hatred" doesn't devour us, that we of the public schools give adequate preparation in the tools of human understandings, and that pupils leave the high school with a proper balance of industrial and cultural education. This article has some real content in it.

65. D'EVELYN, Katherine E., *Individual Parent-Teacher Conferences*, Unpublished Doctor's Project, Teachers College, Columbia University, 1944.

Parent-teacher conferences are an "integral part" of the school program, according to this author, and time should be allowed for them. She believes that teachers could counsel their own parents "under supervision" most of the time, leaving the very difficult cases for an expert. She expresses the thought that student teachers should have education and guidance in the methods of parent counseling. There are excellent suggestions for counseling techniques in this project.

She also describes a number of approaches to interviewing and counseling and in one case discusses and illustrates by verbatim report a conference through a slow, friendly approach.

66. DEVORE, R. Wilson, "Meaningful Marking," *Ohio Schools*, Vol. 22 (October, 1944), pp. 296, 328.

This author discusses a seemingly objective way of grading and marking papers by sections. The pupil competes only with the grades of those within the same sections. The author feels that pupils understand and appreciate the fairness of this system and that the teacher does not have to "hide class marks and do strange things" on report day. He believes

that pupils lose confidence in the teacher who conceals his records, and the author closes his article with, "Adults would refuse to work on a hidden salary schedule" (p. 328).

67. DIEMER, George W., "Parent Education in the Preparation of Teachers," *Parent Education*, Vol. 4 (February, 1938), pp. 135-138.

The author sent questionnaires to members of the American Association of Teachers Colleges, and 104 members replied. He summarizes the obligation of teachers colleges in the field of parent education as follows: students should be given opportunity to prepare for parenthood, the college should prepare them to understand the problems of family life and the relationships that should exist between the parent and the teacher, between the school and the home, and the college should cooperate with agencies which are seeking to improve family life.

68. DRISCOLL, Gertrude P., "The Parent-Teacher Conference," *Teachers College Record*, Vol. 45 (April, 1944), pp. 463-470.

Driscoll discusses three kinds of conferences which teachers may hold with parents, namely (1) getting acquainted with the child's out-of-school life, (2) report to parent the child's behavior and progress in school, and (3) secure help in correcting undesirable behavior of the child that is affecting his progress. The author stresses the need for awareness of assets in "relegating the undesirable behavior to a subordinate position." She feels that human beings grow through using "their strongest abilities" (p. 469).

69. EDITORIAL, *Journal of Education*, Vol. 126 (May, 1943), p. 141.

In Michigan three thousand teachers have left their posts and another thousand have moved to other states. This represents one-eighth of the teaching personnel. The legislature increased the school budget by \$50,000,-000 to stop the exodus.

70. EDUCATIONAL POLICIES COMMISSION, *Learning the Ways of Democracy* (Washington, D. C.: National Education Association, 1940).

This handbook of democracy and democratic practices which exist in school systems at this time gives many cases showing how cooperative planning has been planned and carried out. The Commission asserts that experience in democratic living is not the whole of education for democracy, that it is essential, but that it should lead to inquiry into the distinctive characteristics of such experiences and reflection on the meaning of democracy.

71. EDUCATIONAL POLICIES COMMISSION, *Our Democracy: A Teaching Unit for Secondary Schools* (Washington, D. C.: National Education Association, 1941).

This brochure is a realistic public-school plan of evaluating our democracy, containing excellent plans for helping the teacher. Each unit in each chapter has suggested outlines for study, some questions for discussion, suggested activities, and an excellent bibliography for further study and research. The point of view is scientifically critical and thorough in evaluation and would lead high-school boys and girls toward an objective appraisal of different forms of government. It stresses the obligation of the individual toward the common good and toward making a contribution to our way of life. Other brochures published by the NEA are also excellent.

72. "Eight Children Pay Inter-State Visit," *New York Times*, October, 15, 1945.

Under sponsorship of the New Hampshire State Council of Churches a program of exchange visits between Negro children from Harlem and white children from New England has been carried out in the last year. The Negro children had a vacation in Manchester last summer and six boys and two girls from New Hampshire visited the Negro children, had dinner with their hosts, made a two-day tour of the city and spent the entire time with the Negro boys and girls.

73. ELLIOTT, Harrison Sacket, and ELLIOTT, Grace L., *Solving Personal Problems* (New York: Henry Holt and Company, Inc., 1936), pp. 35-49.

The chapters in this book on counseling are inclusive and thorough and the authors' point of view concerning renunciation of the self has real meaning. The place of religion as brought out in the book is interesting. These authors feel that security is the key to adjustment and that as long as there is a belief in "the original depravity of man, the self cannot be recognized and valued sufficiently to develop inner security."

74. ELMER, Marion Short, "Organize a Mother's Club," *Instructor*, Vol. 53 (December, 1943), p. 10.

There is a certain security which comes to the teacher who knows that the mothers of the community are behind her, according to Elmer, and she believes that this may be accomplished through a mother's club. There is a description of such a group and a recognition of the tremendous help it proved to be to the home, the school, and the child.

75. ELSBREE, Harold M., "New Horizons Revealed by the War Effort: Through Community Participation," *New York State Education*, Vol. 31 (April, 1944), pp. 503-504.

The author says that he has found it true that "many teachers are resistant to change." He then describes how this resistance has been swept away through teacher war effort, and he hopes that they never relinquish "the positions of leadership and respect" which have been earned in their work in the community.

76. ELSBREE, Willard S., *The American Teacher* (New York: American Book Company, 1939), pp. 486-498.

In an excellent and comprehensive discussion on health and sick-leave provisions throughout the United States, the author points out the historical development of health consciousness which has become more prevalent in the last few years.

77. EVERETT, Samuel E., and Others, *The Community School* (New York: D. Appleton-Century Company, Inc., 1938), pp. 97-109. A publication for the Society for Curriculum Study.

In discussing the relationship between the school and the home, these authors list three essential factors as contributing to wholesome teacher-parent contacts, namely, that parental coöperation is essential in the general education aspects of the school's program, that the school must determine what portions of general education the home and school respectively should assume, that the home should be advised of its rôle, and the school should perfect techniques to help the home render an effective contribution to the educative process.

78. EVERETT, Samuel E., "Schools Are Teaching Citizenship," *Educational Trends*, Vol. 8 (September-October, 1940), pp. 3-7.

There are two discussions included in this article, one on the citizenship work in Holland, Michigan and the other at the Benjamin Franklin High School in New York City. In Holland the biology class aroused the interest of other classes in a tract of thirty acres of sub-marginal land with the result that the land was reclaimed and made suitable for farming. At the Benjamin Franklin High School a group of parents under the dynamic leadership of the principal of the school began meeting in an old storehouse to discuss what could be done to bring better housing to the poverty-stricken area. The results of their achievements under the school leadership are challenging reading for adults who doubt the citizenship possibilities of the youth of our country.

79. FARRAR, Elizabeth M., and BARTEAU, C. Irene, "Home Building as Study Unit," *Journal of Education*, Vol. 125 (March, 1942), pp. 79-80.

A unit on home building was planned to cover most of the areas of cost and furnishing a new home at the Center School in Abington, Massa-

chusetts, and the authors of this brief article describe how parents and children and school cooperated to increase the appreciation of home building and property ownership. The authors felt that not only were there increased social skills, but pupils also learned a great deal about arithmetic. The parental contributions were most interesting.

80. FENTON, Norman, *The Counselor's Interview with the Student* (Stanford, Calif.: Stanford University Press, 1943).

This brief manual on the techniques of the personal interview discusses the practical aspects of the personal interview and gives many helpful suggestions for counseling. It seems rather inclusive in point of view and contains many specific suggestions for conducting a personal interview which the classroom teacher as well as the counselor would value.

81. FENTON, Norman, *Mental Hygiene in School Practice* (Stanford, Calif.: Stanford University Press, 1943).

This outstanding book for teachers gives an excellent evaluation of the mental-hygiene program of a school. Each chapter has practical, specific suggestions which are discussed convincingly. The author raises such questions as, Does the organization of the school contribute to the wholesome adjustment of teachers and pupils? Do the conditions under which teachers work contribute to their occupational adjustment and mental health? Does the community accept its responsibilities for the mental hygiene of teachers, and Does the mental hygiene of the school reflect itself in the mental hygiene of the parents?

82. FINDLAY, J. F., "Student Government—Medieval, Colonial, and Modern Style," *School Activities*, Vol. 11 (April and May, 1940), pp. 315-316; 368-370.

This article describes different kinds of student government and the patterns which might be followed, concluding with an excellent discussion of student government—modern style.

83. FIRTH, Roxie Andrews, "Seeing Ourselves as the Administrator Sees Us," *Instructor*, Vol. 52 (September, 1943), p. 50.

In this article the author describes reactions she has obtained from superintendents as to qualities they desire most in teachers they employ. The characteristic which was most desired was that the applicant be "good to look at." They desired that she be well groomed, poised, alert, have good posture and carriage, present a pleasing picture, and have good taste in dress. They wanted her to "know her stuff," have intelligence and know how to use it, have health and vitality, and other qualities considered essential to good teaching.

84. FIRTH, Roxie Andrews, "Seeing Ourselves as Our Colleagues See Us," *Instructor*, Vol. 53 (January, 1944), p. 56.

This one brings up the question of "How do those with whom we work every day... see us?" It presents an older-teacher point of view as well as the beginner-teacher point of view. The opinions expressed by these two groups present some interesting reading.

85. FIRTH, Roxie Andrews, "Seeing Ourselves as the Pupils See Us," *Instructor*, Vol. 48 (January, 1939), p. 10.

In this article the author gives the results of a rather far-reaching study about what pupils think of the teacher. They want one who is fair, has a sense of humor, explains assignments clearly, is good-natured, knows her subject, has a good voice, keeps order, and has other qualities.

86. FISHER, Dorothy Canfield, and WOODRUFF, Caroline S., "Suggesting a 'Humanity Chest'," *Journal of Education*, Vol. 126 (October, 1943), pp. 215-216.

The authors feel that parents and teachers are the real instigators of international understanding and should be the ones to guide the younger generation to serve humanity. The full outline of the plan of the "humanity chest" was outlined in *Educational Method* of February, 1943, and those persons or schools interested in knowing more about the plan would find this report helpful.

87. FISHER, Edgar J., "Re-education and Rehabilitation at Home and Abroad," *Education*, Vol. 64 (December, 1943), pp. 199-210.

This author feels that the place to begin education for the postwar world is in the home and that there is much reëducation needed to meet the racial problems and other difficulties resident in our own country. The tariff policy, international politics, religious tolerance, and cultural interrelationships are topics which should be of concern through the teachings of the schools.

88. FISK, Robert S., *Public Understanding of What Good Schools Can Do* (New York: Bureau of Publications, Teachers College, Columbia University, 1944), p. 4.

Fisk feels that the schools should take the initiative of informing the public about its undertakings and says that administrators are not doing the best job they are capable of doing because they haven't captured "the spirit and the imagination of the public." They should reach citizens of influence and regain the public's zest for good schools. This excellent little book outlines an administrative program for developing appreciation of our schools.

89. FOLSON, Joseph K., *Youth, Family, and Education* (Washington, D.C.: American Council on Education, 1941). Prepared for the American Youth Commission.

This author takes it for granted that parents are to make a contribution to the schools and discusses the "extent to which parents should . . . work in the schools." Obviously, parents should lend support to some educational endeavors and should be familiar with the school's philosophy and goals. He gives a broad discussion of parent participation in school activities (pp. 82-85). In a very humorous way he points out that there are some things that parents could teach teachers.

90. FREDERICK, Russell H., "Pupil Personality," *Texas Outlook*, Vol. 28 (January, 1944), p. 24.

The writer of this article believes that the school should do the work that is necessary to guarantee the strength and endurance of our form of government, that it should contribute to the improvement of our democratic society, and that it should develop self-reliant, independent individuals in the schools. He feels that pupils need the feeling of responsibility for the good of the group increasingly as he grows toward being a good citizen.

91. FRETWELL, Elbert K., "Seven Purposes of Pupil Participation in Government," Washington, D. C.: National Education Association (Abstract), 1931. (From the *Proceedings* of the 69th Annual Meeting), pp. 599-601.

The author discusses seven purposes of pupil participation in government saying that it tends to clarify a pupil's own purposes, it tends to create friendly relationships between pupils and teacher, it can be psychologically remedial, it is concerned with the development of wholesome attitudes in the whole school, it tends to make some provision for emotional needs, it can develop more intelligent obedience to authority, and it can be a means of education.

92. FROELICH, Clifford, "Fargo Selects and Trains Teachers for Individual Guidance," *Clearing House*, Vol. 17 (January, 1943), pp. 290-293.

This article discusses the training given a group of teachers who wished to go into counseling in their high school.

93. GANS, Roma, "Parent Counseling in the Practice of Various Professions: The Classroom Teacher," *Parent Education*, Vol. 2 (April, 1935), p. 20.

Gans feels that counseling has been a part of the responsibility of the classroom teacher for so long that it is unnecessary to speak of establishing

responsibility for this work. In a condensed, concise manner the author gives an excellent description of the kinds of counseling that teachers should be prepared to do.

94. GEUSEL, John B., "Alumni Opinions Concerning a High School Course in Mental Hygiene," *Mental Hygiene*, Vol. 24 (July, 1940), pp. 419-443.

A course in "Human Relations" had been offered three years previous to the writing of this article and students were questioned after that period of time to learn their opinions of what they had learned in the course. Most of them felt that it helped them in later life adjustments and would continue to help them, that it guided them in some of their adjustments to other people, and that it had helped them make personal improvement. The class was held during regular school hours and paralleled individual counseling.

95. GERMANE, Charles E., and GERMANE, Edith G., *Personnel Work in High School* (New York: Silver Burdett Company, 1941).

There are some excellent "Do's" and "Don'ts" in interviewing which would be invaluable to the teacher who makes parent contacts or who interviews his own pupils in this practical book on personnel work in the high school (pp. 141-142).

There is also an excellent description of a simple child guidance clinic which could be begun with little expense (pp. 1-14) and the strategies of Case Study, Quintile Classification, Adjustment Questionnaire, Vocational Interest Inventory, Diagnostic Study Test, and other strategies which are discussed throughout the book are splendid.

96. GILES, H. H., *Teacher-Pupil Planning* (New York: Harper & Brothers, 1941), pp. 51-52.

The author describes a study made at University School at Columbus, Ohio in which the children were asked to list their biggest personal and social problems. Two thousand different statements came in with a total of 392 kinds of problems, and it is interesting to note that the first group consisted of social, economic, and political organization difficulties.

97. GLASS, James M., "Democratizing the Homeroom Program—Abstract," National Education Association, *Proceedings*, 1931, pp. 597-99.

The author of this paper brings out some very worth-while results of homeroom discussions, showing how they can help solve personal problems, how they can unite in a common bond of improving class levels in academic work, and how valuable they can be in improving the governing body of the school. There are some thought-provoking aspects to this paper.

98. GLICKSBERG, Charles I., "The Counselor," *The Clearing House*, Vol. 17 (May, 1943), pp. 526-530.

This author describes some of the problems which pupils bring to the ear of the counselor. Unjust marks, punishment, tactless sarcasm, ridicule, dictatorship in teacher attitudes, impatience, and other characteristics which distract children are talked over with the counselor. The author feels that pupils do not transfer the blame for their difficulties to their teachers.

99. GLICKSBERG, Charles I., "The Cynical Teacher," *American School Board Journal*, Vol. 108 (June, 1944), p. 41.

In this article there is a description of how the teacher begins her profession with "radiant plans for the future" but becomes discontented in her work. The author discusses some of the factors in the school life of the teacher which cause this change of attitude.

100. GOLDRICH, Leon W., "Influence of Teacher Personality Upon Pupil Adjustment," *Education*, Vol. 57 (January, 1937), pp. 257-263.

This article stresses the point that there are many ways in which mutual respect may be developed between teachers and parents, such as through incidental contacts at church, in stores, on the road, in the homes, at school, in association meetings, or at dinners and social events. He feels that these contacts with parents have an influence on the pupil's adjustment at school.

101. GOOCH, Wilbur I., and KELLER, Franklin J., "Breathitt County in the Southern Appalachians," *Occupations*, Vol. 14 (June, 1936), pp. 1011-1110.

These authors describe a survey made and how it was conducted about facilities of the community which served its members. Information about the resources and deficiencies included study of physical resources, educational opportunities, social life, recreational facilities, and other information about the community.

102. GOSLIN, Willard E., "When We Work Together," *Educational Leadership*, Vol. 1 (January, 1944), pp. 221-225.

Goslin describes a plan to get all the teachers to work together on the problem of the moment, considering all factors in the problem. The author comes to the conclusion that the faculty is really more than the "sum total of the abilities, experiences, and personalities" of those who comprise it.

103. GREEN, Roberta, "After-School Conference," *Clearing House*, Vol. 18 (September, 1943), pp. 45-46.

This article shows how a teacher with a calm, unprejudiced attitude helped a child go directly to the heart of a problem.

104. GREENE, Charles E., "Teachers Need Responsibility; When They Get It They Grow," *Nation's Schools*, Vol. 28 (August, 1941), pp. 49-50.

This author thinks that there is no such thing as mass education, that there can be only education of individuals. This article about how to get teachers to accept administrative responsibility has some interesting points.

105. GREENSHIELDS, M. J., "Big Timber's Teacher-Helper Plan," *American School Board Journal*, Vol. 104 (April, 1942), p. 20.

For seven years this town has worked out a plan of having teacher-helpers. They have found it very helpful and are continuing with it until they are able to have as many teachers as they feel are necessary. Some high-school students who had graduated from the commercial department helped as did some students who had not graduated.

106. HANNA, Paul R., and Research Staff, *Youth Serves the Community* (New York: D. Appleton-Century Company, Inc., 1936), pp. 21-22. Publication of the Progressive Education Association.

"Children and youth, millions of them the world over, restless with tremendous energies! Communities...embracing the conditions and the materials from which we may create a far more ideal environment for better living! On the one hand, the great energy of youth requiring only a dynamic purpose to make that force the most constructive factor in social progress. On the other hand, cultures rich in potentialities, needing a great constructive force in order to realize the abundant human life which they are capable of providing. To coordinate these two mighty resources—to harness the energy of youth to the task of...improving conditions of community life—that is the supreme challenge to educational and social statesmanship."

107. HARAP, Henry, *The Changing Curriculum* (New York: D. Appleton-Century Company, Inc., 1937), p. 36.

The author says that an analysis of the human being's purposes or goals shows that they are multiple and varied. There are many reasons and purposes behind human behavior and such behavior as truancy does not always mean a lack of interest in school. It may mean a goal of greater consequence which has imposed itself on the pupil.

108. HARRIS, Margaret, "Teachers Are 'Different'," *Educational Leadership*, Vol. 1 (April, 1944), pp. 415-417.

This is an excellent article showing how the community and the teacher could establish better relationships. The author believes that if the community treats the teacher like a human being it will receive "rich dividends." He lists community feelings of a negative kind which are general against teachers but believes that teachers have "interests and gifts undiscovered by the community." He believes that the opportunity to share these gifts would result in more rapid growth of the skills.

109. HARVEY, C. C., "A Challenge to High Schools," *Journal of Education*, Vol. 125 (November, 1942), pp. 247-248.

Many high-school students are now tutoring adults in their communities through the National Honor Society, Chapters of the Future Teachers of America and through scholarship committees of the student council. In some communities the tutoring is offered only to failing high-school pupils, but in some communities the high-school groups are a part of the community adult education program. This article describes some real plans for developing school-community appreciation through sharing experiences between pupils and adults.

110. HAWK, Herbert, "The Principal as a Trouble Shooter," *American School Board Journal*, Vol. 102 (February, 1941), pp. 25-26.

This article discusses ways in which the principal may avoid troubles with his faculty, and one of those ways is through the handbook. He feels that it should be revised frequently so as to express the changing philosophy of the school. The article discusses what the contents of the handbook should be.

111. HAWLEY, R. C., "Social Meetings for Teachers and School Board Members," *National Elementary Principals*, Vol. 22 (December, 1942), p. 91.

This article has a discussion of how Board members and teachers meet socially three times a year at very festive parties. The purposes of the parties are to establish sociality between the Board and the teachers as well as to allow the Board to understand their teachers better.

112. HEIKKINEN, Elvi, "Teachers! Stop Gripping and Fight for a Better Status," *Clearing House*, Vol. 18 (January, 1944), p. 297.

If teachers want to impose their status and gain the respect of others, they need to do it now. They should join discussion groups, according to this author, improve their knowledge of world affairs to such an extent that they can have some influence in a community. If they think that

a union would improve their positions, they should join it. He feels that because of family pressure many go into the field who should do something else. He feels, too, that teachers colleges are the cause of some of the narrow thinking of teachers.

113. HERRON, John S., "The Community School vs. Community Recreation," *American School Board Journal*, Vol. 108 (May, 1944), pp. 17-19.

The Newark Schools and the community program of recreation are discussed in this article. They have had what they believe to be a splendid program of community recreation for 25 years and think that the citizens of Newark believe the community recreation program may efficiently serve the needs of their city's youth as well as the adults.

114. HICKERSON, J. Allen, "War and Post-War Challenges to Teacher Education," *Teacher Education Journal*, Vol. 5 (March, 1944), pp. 127-132.

The first ability which the teachers college should develop, according to this author, for future intelligent and effective democratic citizenship is that of the ability to recognize and to define "their individual, social, and professional problems and needs" (p. 128).

115. "High School Methods with Slow Learners," *Research Bulletin of the National Education Association*, Vol. 21 (October, 1943), pp. 61-85.

This excellent article states that slow, retarded students should have a chance to obtain a well-rounded schooling. They need separate classes, individual instruction and guidance, and excellent teachers. The responsibility of educating these students must be assumed by the schools, according to this article.

116. HILL, Louise, "High-School Teach and Like It," *Journal of Education*, Vol. 127 (November, 1944), pp. 267-269.

"Miss Wilson" tells about one day of teaching in high school. She was supposedly a teacher of typing but really a guide for young hearts and minds. Written in realistic dialogue form, this picture of one day in a high-school teacher's life is human and sympathetic. She concludes that there isn't anything wrong with teaching school—"it had plenty of glamour and a great importance—if she took time to put it there" (p. 269).

117. HERNING, L. Clovis, "Sound Trends and Appropriate Ambitions of the Counseling Movement," *Teachers College Record*, Vol. 46 (October, 1944), pp. 25-33.

This article contains an excellent discussion of the value of preventive work. The author feels that the "real hope of the future" must be in preventing breakdowns (p. 26). He discusses the importance of the counselor having a friendly relationship with the family of the pupil and of having conferences with them. He believes that skilfully conducted conferences with family members need not necessarily violate the confidence of the client. Counselors should have courses about family situations and interrelationships, according to this author.

118. HOLLINGSHEAD, Arthur D., *Guidance in Democratic Living* (New York: D. Appleton-Century Company, Inc., 1941), Chap. VII, pp. 119-134.

The author gives a detailed discussion of "The Teacher and Her Group" and shows how pupil participation and planning stimulate thinking and develop abilities in solving their own problems. He feels that growth in coöperative living demands that a teacher be only a part of the teacher-pupil planning.

119. HOPKINS, Elizabeth, "My Pupils and I," *Teachers College Journal*, Vol. 14 (May, 1943), pp. 100-102.

Hopkins describes how pupils become friendly, yet respectful, and how eventually they dropped into an apartment she shared with another teacher. Being able to see the pupils and for the pupils to see her in an informal atmosphere seemed to develop a mutually friendly respect.

120. HOPKINS, L. Thomas, *Interaction* (Boston: D. C. Heath and Company, 1941).

This stirring book is a challenge to administrators and teachers and an inspiration to those who believe firmly in a democratic way of life. The author believes that "the cause of democracy is won or lost with youth by the time they have completed high school—or before they cast their first ballot" (p. 16). To those teachers who have an earnest, sincere desire to contribute to the democratic way of life through their teaching and their living, this book will prove of inestimable value.

121. HOPKINS, L. Thomas, "Making the Curriculum Functional," *Teachers College Record*, Vol. 43 (November, 1941), pp. 129-136.

The author feels that there should be coöperative effort on the part of teachers and adults "to help children discover, study, and satisfy their needs as intelligently as possible through operational process guides rather than through end goals fixed and controlled by adults" (p. 132). His discussion of the process of planning may stimulate some real thinking in the field of curriculum planning.

122. HOPKINS, L. Thomas, "Seniors Survey the High School," *Teachers College Record*, Vol. 42 (November, 1940), pp. 116-122.

The author interviewed about a thousand seniors in high school to ascertain what suggestions they would make to improve secondary schools. Above all things they said that they would staff the school with people who will "view pupils as human beings" and who would be willing to guide in the solving of personal problems with sympathy, understanding, and helpfulness.

123. HORN, Thomas D., "Two Years of Teaching Have Taught Me . . .," *Journal of Education*, Vol. 126 (March, 1943), pp. 86 ff. After having had two years of experience this teacher discusses what she wishes she had known when she began her work in getting along with her associates, working with pupils, and making her human relationships and professional techniques as adequate as possible. This article has numerous practical suggestions for the new teacher as well as for the "old hands."

124. HOWE, Nelson T., "Four Seldom-Mentioned Qualities of Superior Teachers," *Ohio Schools*, Vol. 20 (September, 1942), pp. 288-289.

The author discusses four qualities which, he feels, have not been stressed sufficiently in describing superior teachers. They "go where their pupils are," take enough time to allow children to grow at their own rates, realize that some pupils have more mental ability than the teacher, and are not perfectionistic.

125. HULLFISH, H. Gordon, "The Direct Emphasis Upon Democracy," *Educational Method*, Vol. 22 (January, 1943), pp. 167-170.

This author feels that we haven't developed enough patience in our society, that we have rushed at life in such haste that we have lost our appreciation of human values. In such a rush we are in danger of characterizing democracy as a 'time's a-wasting' philosophy and procedure.

126. JOHNSON, Herbert F., "Teacher Leadership in a Community Forum," *National Elementary Principals*, 21st Yearbook, In-Service Growth of School Personnel, Vol. 21 (July, 1942), pp. 379-381.

This article describes why there are misunderstandings between teachers and parents and discusses a project on a community forum. This panel brought much value to staff and community. The author felt that the panel members developed good-will in the community, and panel forums should be a part of the school-community relationships wherever possible.

127. KEEF, Dwight L., "The Teacher's Time," Unpublished Master's Thesis, Teachers College, Columbia University, 1928.

This thesis states that planning her program before going to school enables the teacher to have more time for recreation. The time spent in actual instruction averages 28 hours a week, but this does not include evening work. The present trend of thought is that the teacher who has leisure time and uses it to good advantage is a better teacher than the one who spends her leisure working out the next day's lesson. The author points out that the teacher needs active, not passive recreation.

128. KELLEY, Earl C., "Why All This Talk About Workshops?" *Educational Leadership*, Vol. 2 (February, 1945), pp. 200-204.

This splendid article about workshops stresses the fact that people want to learn, want to enjoy a group experience if they have an opportunity to learn that which is important to them, and that teachers should be allowed to make contributions on the level on which they are able to make them. There is a good description of group methods and democratic procedure in this article.

129. KILPATRICK, William Heard, *Group Education for a Democracy* (New York: Association Press, 1940).

There is a very broad point of view expressed in this book in a chapter titled, "The Teacher's Place in the Social Life of Today" (pp. 29-40). The author suggests that the teacher has a part to play in the school and in the community and he pictures her as a far-reaching influence provided she uses calm deliberation rather than plunging irrationality.

He discusses further those school systems in which the "line and staff" theory is operative and says that in such cases thought and act are separated "much as in slavery." People are indifferent to public welfare because they have been taught not to think as they act. There is an excellent discussion of how to develop acting with thinking (p. 23).

130. KIRBY, Byron C., "It Seems to Me," *Journal of Education*, Vol. 126 (May, 1943), p. 160.

This author believes that parents deserve consideration from the school faculty in regard to their children as the parents can often help the school with its problems. He thinks of education as a "coöperative affair" in which parents come to the school and teachers visit the home and all forces in the whole school unite for the good of all.

131. KLOPP, W. J., "Guidance Needs to Become a Reality," *California Journal of Secondary Education*, Vol. 18 (February, 1943), pp. 110-113.

The author points out that guidance has many evidences of success, that available instruments for discovering personality traits, mental abilities, and special interests have been greatly improved during the last decade and that techniques used by guidance agencies have had some measure of success. He feels that the guidance program breaks down because teachers do not have the time to study data in the files or to devote sufficient effort to individual guidance. He thinks that the administrator is too concerned with the functioning of the administrative aspects of the school instead of being concerned with the guidance of learning of pupils.

132. KNOX, William F., "In-Service Training of Teachers," *Schools and Community*, Vol. 28 (January, 1942), p. 120.

This author feels that administrative and supervising offices should be responsible for professional leadership, for making available sufficient professional books, magazines, and other necessary work materials for in-service growth, for organizing the daily program so that teachers may have time for committee work and visits to other classes and schools, for developing a systematic schedule of leaves, and for cooperating with teacher-training institutions in their program of internship.

133. KOOPMAN, G. Robert, "Abilities of Teachers in Democracy's Schools," *Teachers for Democracy, Fourth Yearbook of the John Dewey Society* (New York: D. Appleton-Century Company, Inc., 1940), pp. 78-100.

The discussion of the teacher's rôle in the community as it is developed in this article is challenging. He feels that they should organize community councils, plan adult education programs, give lectures, lead discussion groups, direct dramatic activities in the community, and carry out many other interests in the community.

134. KOSTENBADER, Louise Martin, "Guidance in Personality Development," *Journal of Education*, Vol. 126 (December, 1943), pp. 288-289.

This author believes that guidance is the most important element of teaching, and complete understanding and confidence between the child and the teacher is the most important element of guidance. Teachers should help the children to help themselves. She suggests that the child should be included in conferences between the parent and teacher, that this "three-power pact" is much more effective than two adults working together for the child.

135. LAMMEL, Rose, "Building for New Understandings of Healthful Living in a Democracy," *Educational Method*, Vol. 22 (February, 1943), pp. 210-216.

The characteristics of an individual who is growing toward his greatest health as one who is "gradually achieving a consistent and unified outlook on life," are described in this article. The author goes on to say that he understands his conflicts and shows a real interest in solving his problems, seeking always new ways of resolving conflicts. She believes that the growing person is one who is interested in becoming an increasing contributor to democratic ways of life.

136. LANDIS, Paul H., "Social Problems' Course in High School," *Journal of Education*, Vol. 126 (January, 1943), pp. 11-12.

The approach this author would make to world understanding is that of understanding the reasons back of wars, the greed of nations, trade and colonization, barriers which retard the economic growth of other nations, and the social problems of the human race. He believes that it is necessary to study the ideologies of different groups as a first essential of international coöperation.

137. LANDSDOWNE, James D., "The Teacher as a Person," *Journal of Education*, Vol. 126 (November, 1943), pp. 256-258.

The author has made some important suggestions for improving the profession of teaching if it is to obtain the "glory" to which it is entitled. He says that the community lays such a heavy hand of censorship on the teacher's personal life and dress that "The spark which would make the teacher a flaming torch of inspiration for youth is extinguished" (p. 257). And again "The heavy foot of community sadism must be lifted from the neck of the teacher" (p. 257).

138. LEARY, Margaret, and Others, "The Rôle of the Teacher in 1940-41," *Education Trends*, Vol. 8 (September-October, 1940), pp. 24-27.

Because democratic development is threatened from within as well as from without, these authors present some suggestions about the rôle of the teacher, not only in 1940-1941, but for the next few years. Their discussion is far-reaching and has a long-range point of view. They would suggest intensive teacher pleasures and interests in the community in all matters of a national basis whether or not controversial.

139. LEWIS, William D., *Democracy's High School* (Boston: Houghton Mifflin Company, 1941).

This stirring little book is rather strong in its denouncements of high-school sororities and fraternities and says that undemocratic loyalties to these organizations is the foundation for loyalty to future political parties which may even be tools for public demoralization.

140. "Life in a Fish Bowl," *Teachers College Journal*, Vol. 14 (May, 1943), pp. 97-98.

The unknown author of this stimulating article gives a picture of what one teacher experienced in a community that placed her in a "glass bowl." She, like most teachers, felt that she was a normal human being with customary desires and feelings and that she wanted to express her true personality. She wanted to "dance, to laugh, to be undignified," but was always concerned because someone would say, "Tut, tut, my dear." She had to set a good example for her pupils.

141. LITTLE, Ruth Coyner, and FENNER, Mildred S., "Motes, Beams and Criticisms," *Journal of Education*, Vol. 127 (December, 1944), pp. 301-302.

These authors feel that one of the major characteristics of American educators is the "zeal for self-improvement" and that this zeal has been both a strength and weakness. They discuss three causes of professional criticisms which have come from the public and what may be done to alleviate these criticisms. They should help the teacher make a professional inventory.

142. LLOYD-JONES, Esther, "Education to Diminish Delinquency," *Teachers College Record*, Vol. 45 (November, 1943), pp. 84-90.

Questions such as, what makes for delinquency?, what are the schools doing about it?, what should we do about it?, and what is still needed? are answered in this condensed and comprehensive article about the problems of youth. The author feels that the approach to delinquency should be through multiple sources: the school, the home, and all the community agencies. She feels that stopping the crime wave will require intelligence, skill, imagination, and energy to the fullest degree. This article is a vivid, clear picture of the complexity of juvenile delinquency.

143. LLOYD-JONES, Esther, and SMITH, Margaret Ruth, *A Student Personnel Program for Higher Education* (New York: McGraw-Hill Book Company, Inc., 1938).

These authors point out the values of records and tests to diagnose and study student behavior and feel that cumulative records are a vital part of the whole personnel service. They give an excellent description of tests and other data which should be a part of the permanent files.

144. LYON, George W., "Getting and Giving Inspiration," *Journal of Education*, Vol. 126 (May, 1943), pp. 147-148.

It is the teacher's rôle to give much inspiration to those who come under her tutelage or within the orbit of her professional life, according to this

author, and she must seek inspiration if she is to continue giving it. Although not burdened with spiritual advice, this sincere article suggests that the teacher will draw inspiration from an abundant, well-rounded life that is in "harmony with nature, society, and environment." This article is worth reading for the teacher who desires to evaluate what her position means to her.

145. MAGEE, Grace, "Understanding Each Other," *Educational Leadership*, Vol. 1 (March, 1944), pp. 337-341.

This article outlines a plan which is being used in the author's school to help every teacher know her pupils, even though there are over one or two hundred. They have made a systematic accumulation of information about pupils which is available to all the teachers who work with the pupil. The author believes that the home is of help in understanding children and that the study of home conditions is of interest only to acquaint the teacher with that which is necessary for her to help the child.

146. MALLOCH, J. L., "A Study of State Hospital Commitments of Teachers in Comparison with Other Occupations," Unpublished Master's Thesis, Stanford University, Stanford, California, 1941.

This study points out that out of 1,821 women patients institutionalized at Agnews State Hospital, 1.6 per cent of the total population had been teachers. Of the 666 women inmates who had been gainfully employed before going voluntarily to the institution 5.1 per cent had been teachers.

147. MAY, Rollo R., "The Present Function of Counseling," *Teachers College Record*, Vol. 46 (October, 1944), pp. 9-16.

This author conceives of counseling as helping the other person to help himself and is concerned centrally with the *person* and only peripherally with the problem. He says that if counseling is focused too narrowly on the problem the client may react against the suggested solution and not carry out the suggestion, or he may purposely get himself into a similar difficulty later.

148. MCCOOL, Mary, "Are You a Successful Teacher?" *Journal of Education*, Vol. 127 (December, 1944), pp. 303-305.

In a delightfully humorous but penetrating article, this author raises six questions which every teacher should ask herself in making a personal inventory. This breezy bit of real thinking should help every teacher who is in danger of getting the doldrums about teaching in particular and life in general.

149. MCGINNIS, Esther, "Youth and Education for Family Life," *Parent Education*, Vol. 4 (December, 1937), pp. 80-85.

This author discusses the need for the school to work with the home and to take advantage of the "unique contributions" which homes can make to the school and to the curriculum. She feels that the schools must supplement the contribution of the home if youth's needs are to be met.

150. McINTIRE, John Lamb, "Guidance and the Whole Child," *Journal of Education*, Vol. 127 (November, 1944), pp. 262-264.

The approach to the profession of teaching in this article is really through the counseling of boys and girls, but the author has been very adept in showing how a wise teacher can, through her own security, recognize the worth whileness of pupils. This is an appealing article in which the author says that there are no "bad" or "lazy" children, that there are only "heart-broken" children whose confused thinking keeps them from finding a way toward wholesome living, who need to find a place where they can excel and it's "our job to see that they get it" (p. 264).

151. McKOWN, Harry C., *Activities in the Elementary School* (New York: McGraw-Hill Book Company, Inc., 1938).

The activities described in this concrete, applicable book may also apply to the activities for the secondary grades. The book contains a good discussion of home-room plan, pupil-teacher relationships and has excellent suggestions for home-room discussions and devices for stimulating discussion.

152. McNARY, C. W., "We Should Dismiss Her—But How?" *Journal of Education*, Vol. 126 (May, 1943), pp. 145-146.

The problems of dismissing a teacher are discussed by a superintendent of schools who is interested in the rules of fair play, good administration, and democratic procedure. He points out many ways in which fair practices should be developed and the fact that many times there has been inadequate teacher counseling and supervision. His great concern is salvaging as many teachers as possible, but he recognizes that there are many instances that require dismissal.

153. MEEK, Lois Hayden, "Are Our Children What the Schools Make Them?" *Parents' Magazine*, Vol. 16 (October, 1941), pp. 20 ff.

The teacher and the whole school life have a definite influence on the child's whole life, according to this author, and the community has a definite influence on the teacher's whole life. This article is filled with suggestions about coöperative work in the school between the child and the teacher and between the teacher and the community. She feels that the teacher must remain "human."

154. MELVIN, A. Gordon, "The Form of Teacher Education for Modern Schools," *Teacher-Education Journal*, Vol. 5 (March, 1944), pp. 138-142.

This author discusses the fields of thought and learning which the teacher should master through long and patient study. He believes that knowledge and achievement in personality growth and in learning to live democratically are of paramount concern and that techniques of teaching, method, and curriculum knowledges are of value.

155. MILLER, Joseph, "Children Need Your Friendliness," *Instructor*, Vol. 53 (May, 1944), pp. 14-15.

The point of view that teachers and parents of today must prepare the child for the world of tomorrow is presented in this article. Early school life often has a direct influence on the person's later life. The author feels that it is not easy to convince children that education is primarily concerned with their welfare. He gives an interesting discourse on the relationships between teachers and pupils and discusses the need the child has of the teacher's friendliness.

156. MOORE, Elizabeth, "Teaching Is Grace and Johnny," *Journal of Education*, Vol. 126 (December, 1943), pp. 287-288.

The need to afford opportunity for the child to relieve himself of feelings and the mental blockings that occur in school work because of life difficulties which are too heavy for young shoulders is discussed in an interesting story about Grace and Johnny.

157. MORGAN, John J. B., *Keeping a Sound Mind* (New York: The Macmillan Company, 1934), Chapter XV, pp. 415-431.

In an excellent chapter on Self-Confidence the author points out the concept of fear as an escape reaction and suggests that it is highly valuable at times but only as a temporary retreat. It should occupy but a small portion of our living; when habituated it causes habitual failures.

158. MULFORD, Herbert B., "The Teacher and the School Board Coöperate," *American School Board Journal*, Vol. 102 (June, 1941), pp. 18-19.

This author brings out the point that the Board needs to be trained for the task and that they need many more contacts with individual teachers instead of representatives of the teachers. The discussion of having teachers visit the Board meetings is interesting.

159. MURRAY, Elwood, *The Speech Personality* (Chicago: J. B. Lippincott Company, 1944).

Although this book does not give the entire program being conducted at the University of Denver, numerous suggestions contained in the book give clues to the program of personality growth of teachers who are preparing themselves for elementary or secondary teaching.

160. MURSELL, James L., *Education for American Democracy* (New York: W. W. Norton & Company, Inc., 1943), p. 474.

Mursell points out that the schools need self-confident teachers who are "rooted in the life around them," who enjoy the respect of the community because they deserve it. This book is written with simplicity and beauty of style and contains some excellent suggestions of a practical nature.

161. MYERS, Alonzo F., "The Role of Education in the Post-War World," *Education*, Vol. 64 (December, 1943), pp. 231-238.

One of the major blunders of the last war, according to this author, was the failure of world statesmen to realize that peace education must play a major rôle in the maintenance of peace. He would insist on an International Education Office and "proclaims" that the schools have a vital part to play in the postwar world.

162. NATIONAL RECREATION ASSOCIATION, *School-Community Recreation Relationships*. 315 Fourth Avenue, New York City. 1940.

The NRA made a study of eleven cities in Ohio to ascertain the "community recreation services furnished by school authorities" and to learn the extent of coöperation between the schools and other local agencies in the local recreation program. All eleven cities had year-round recreation programs and in nine there is a person employed full time for recreation of the youth of the communities. The authors report that all of the school administrators realized the need for out-of-school programs to some extent and all of them thought the school should furnish recreation for in-school children during their leisure hours.

163. NEILL, A. S., *The Problem Teacher* (New York: International Universities Press, Inc., 1944).

A satirical honesty in facing the truth about educational dishonesty is expressed in this book which deals openly with vital issues in education. The author says that "until the schools are humanized," teachers cannot be human or honest, either.

164. NELSON, Ira I., "The University of Texas High School," *School and Society*, Vol. 44 (August 22, 1936), pp. 250-251.

The educational clinic of the school is one of its most outstanding features when it is effective, according to this author. He describes the clinic which is being conducted in his local school in which there is much work on the maladjustments of pupils and offers an "advisory service" to parents of the pupils who are enrolled in the school.

165. NEW JERSEY SECONDARY SCHOOL TEACHER'S ASSOCIATION, *Guidance Service Standards for Secondary Schools* (Trenton, N. J.: 1937), pp. 17-44.

The thousands of children who participated in this excellent evaluation of guidance needs show a great concern about problems in the "human relationships" area. Students' questions show concern about the relationship among boys and girls and a desire to learn how to get along with their teachers, their peers, and their parents. This is an excellent study.

166. OJEMANN, Ralph and WILKINSON, Frances, "When Teachers Know Their Pupils as Personalities," *Childhood Education*, Vol. 18 (January, 1942), pp. 222-226.

The article discusses the fact that if teachers started to correct behavior problems, or prevented them, it would lead to much more beneficial results than if they wait until the child's problem is serious. The classroom teacher should have at hand all the information about a child's personality in its many aspects if she is to detect the beginnings of behavior disorders.

167. OLSEN, Edward G., and others, *School and Community* (New York: Prentice-Hall, Inc., 1945).

Chapter VI of this excellent book is a thorough discussion of "Resource Visitors," contains suggestions of how to plan for the visitor and other information that would be invaluable in a similar undertaking. This entire volume is of inestimable value to the classroom teacher. The "ten bridges between school and community" are splendid.

The author feels that it is recognized today that the core curriculum should contain study in the problems of human living in local, regional, national, and even international communities.

168. PARK, Dorothy, "The Only Discipline That Works," *Journal of Education*, Vol. 128 (May, 1945), pp. 168-169.

The author discusses how she had refrained from making a sarcastic remark to a pupil who was being annoying in study hall, and, instead, inquired about his purposes and found that he was not really being mischievous. There follows an excellent discussion of discipline and ways of motivating children the "right" way.

169. PATTERSON, John C., "Our Schools Promote Inter-Americanism," *Journal of Education*, Vol. 127 (February, 1944), pp. 43-45.

The contributions to inter-Americanism which are being made in a number of city public schools are discussed in this article as well as the attempts to promote inter-American relations in some of the republics south of us. Clubs, art, music, and even classes are discussed and the work under-

taken in Baltimore, New York City, Lexington, Ky., Detroit, and other cities is cited as stimulating greater interest outside the U.S.A.

170. PENHALE, Randall R., "Speaking of School," *Journal of Education*, Vol. 127 (March, 1944), pp. 99-100.

A clear-cut point of view concerned with pupils' attitudes toward others is expressed in this short article. The author thinks that America's strength is in its tolerance for others' opinions and beliefs, but that its weakness is in its lack of respect for the other person's feelings. He would begin the growth process by teaching children to think of, to respect, and to show regard for the other person—basic ingredients of democracy.

171. PIERCE, Paul R., "Growing with Each Other," *Educational Leadership*, Vol. 1 (January, 1944), pp. 217-220.

The author believes that the high school should provide experiences and opportunities for growth in the interdependent living which is necessary in a democracy, that parents, students, and the community should work together in the overall curriculum planning. His discussion of the town-hall type of meeting in assemblies was very helpful and stimulating to pupils.

172. PITKANEN, Allen Mathias, "In Pursuit of Happiness," *Education*, Vol. 64 (November, 1943), pp. 178-182.

This is an interesting, common-sense article on how teachers can be happier. He feels that they have a feeling of being rushed because they do much unnecessary work. He suggests pupil coöperation in the school's work. Patience will be increased if teachers can learn to accept children for what they are and to see their strong points as well as their weaknesses.

173. POHLER, Paul, and THEMAN, Viola, "Child, Parent, and Teacher Work Together in a New Jersey City," *Educational Method*, Vol. 22 (December, 1942), pp. 132-135.

The favorable results on both teachers and pupils which came from the discussion groups and parent-teacher contacts which were developed in this New Jersey city are evaluated in this interesting little article.

174. PRALL, Charles E., and CUSHMAN, C. Leslie, *Teacher Education in Service* (Washington, D. C.: Commission on Teacher Education, 1944). A publication of the American Council on Education.

This comprehensive three-year study of what the schools over the United States are doing in teacher education describes all kinds of activities which are being forwarded in our country. Fourteen school systems or system clusters were included in the study of techniques which are fruitful for releasing the powers of teachers in service.

A supervisor in Los Angeles County has pointed out that even during professional talks teachers make "numerous references to personal problems" and that during informal moments they want to discuss their love and marital problems, ambitions, conflicts with their colleagues, inability to win the esteem of their administrators, and other distressing dilemmas they are experiencing.

175. PRESCOTT, Daniel, *Emotion and the Educative Process* (Washington, D. C.: American Council on Education, 1938), pp. 252-281.

This author discusses the total personality needs of teachers in an excellent chapter and lists "financial and occupational security and freedom from worry" as one of the ten personality needs of teachers. The chapter is broad in point of view and discusses the frustrations as well as the successes probable in teaching.

176. RAHN, Grant, "Community Interaction on Postwar Problems," *Teachers College Record*, Vol. 45 (November, 1943), pp. 91-95.

This article describes the Council for a Lasting Peace in the Milwaukee, Wisconsin area. The purpose of the council, which included representatives from the school, the home, the community, and its various agencies, planned discussion groups, panels and forums, sought trained speakers, and reached out into the entire community to stimulate interest in lasting peace and in world unity. The questions for discussion are interesting and challenging and the committee work outlined in the article might be followed by any group of people who wished to work out through the community to interest all people in world peace.

177. RANDALL, John A., "The Anecdotal Behavior Journal." *Progressive Education*, Vol. 13 (January, 1936), pp. 21-26.

This article discusses concretely and specifically how to develop an anecdotal record system and its value to the teacher. The author points out that the teacher can write six anecdotal records in fifteen minutes and could do so each day, developing a real record system of anecdotes.

178. RASEY, Marie I., "Why Is Everybody Tired?" *Educational Method*, Vol. 22 (May, 1943), pp. 366-373.

An amusing but profound study of fatigue in teachers might be a summary of this article. Rasey describes a kind of muscular fatigue which is relieved after a certain amount of rest and then another kind of fatigue in which one is "good and mad about it" and which is not corrected with a certain amount of rest. She describes vividly the frustrations and experiences of the teacher in a sympathetic, understanding way.

179. REINHARDT, Emma, "How to Make Teaching Attractive," *Journal of Education*, Vol. 127 (May, 1944), pp. 155-157.

Every teacher has a responsibility toward the profession, according to this article, and the author discusses what teachers can do in the way of salary, tenure, and retirement to make the profession more attractive to outstanding young people.

180. RIDGWAY, James M., "Our Schools Do Half a Job," *Journal of Education*, Vol. 126 (November, 1943), pp. 254-256.

In this thought-provoking article the author states that the schools are doing only half a job and one of the reasons is *localism*. He says that education is "local in general plan, local in execution, and local in perspective" (p. 254). The internationalism which will be needed in the future depends on how well educated people are in national and international plans and policies. This vital and challenging article on what education must do to educate youth not only to a consciousness of a bigger world than the community but to a desire to take part in the formulation and development of internationalism makes good food for thought.

181. RIVLIN, Harry E., *Educating for Adjustment* (New York: D. Appleton-Century Company, Inc., 1936).

This book has been written especially for teachers and contains especially good discussions about the personality of the teacher, the responsibility of the teacher, and the relationship of the teacher to associates, administrators, and to the community. The discussion of the mental hygiene of the teacher and the rôle of the community is especially relevant (p. 14).

182. RIVLIN, Harry E., "The Personality Problems of Teachers," *Mental Hygiene*, Vol. 23 (January, 1939), pp. 12-24.

The author says that the healthy teacher personality has zeal for the profession and an interest in the process of education, a conviction that education is significant, a sense of self-confidence in sufficient degree to recognize the problems which are inherent in his work so that he can meet them, a healthy response to intelligent criticism, and an unbiased and unprejudiced attitude toward pupils.

183. ROCKEFELLER, Nelson A., "Education Is Removing Barriers," *Journal of Education*, Vol. 127 (February, 1944), pp. 49-50.

The author describes the educational work that is being conducted by the Inter-American Educational Foundation. He states that the Coördinator's Office is charged with two responsibilities—a comprehensive educational program in coöperation with all other American republics and activities which will increase knowledge and information in this country about the others. These activities include the distribution of teaching

aids, consultant services to schools interested in furthering inter-American affairs, institutes and lectures over the country, contest, workshops, and preparation of material for teaching Spanish and Portuguese over the country.

184. ROETHLISBERGER, F. J., *Management and Morale* (Cambridge, Mass.: Harvard University Press, 1941).

This book describes at great length the Western Electric researches, which show that merely providing higher pay does not bring greater efficiency, that the satisfactions on the job must be considered as very important to the successful functioning of the individual.

The author points out that the social life and social recognition received in one's place of employment, as proved by the research, are of vital importance to an individual and that these social needs are of much greater significance to the individual employee than salary or working conditions.

185. ROETHLISBERGER, F. J., and DICKSON, W. J., *Management and the Worker* (Cambridge, Mass.: Harvard University Press, 1939).

This outstanding study conducted in the plants of the Western Electric Company shows that having the opportunity to talk out one's problems to someone who is a sympathetic and understanding listener facilitates efficiency in industrial production more than wages, hours, or working conditions. This exhaustive research leads to one outstanding recommendation—the development of counseling services to assist employees in meeting personal problems.

186. ROGERS, Carl R., *Counseling and Psychotherapy* (Boston: Houghton Mifflin Company, 1942), p. 18.

This book presents a new point of view in counseling. The author calls it a "definitely structured" process, his point of view being that there should be a structured but permissive relationship between the counselor and the counselee so that the client may gain an understanding of himself sufficiently to gain insight and desire to solve his own difficulties. The author believes that the client must desire to work out his own dilemmas to such an extent that not to do so is impossible.

187. ROGERS, James F., "The Health of the Teacher," *School Health Studies, Bulletin* No. 12 (Washington, D. C., 1926).

This bulletin points out that teachers, who have been seeking more education along health lines and becoming more conscious of health problems, have developed better habits of caring for themselves and that they are absent from work because of illness less frequently than employees in other vocations and are absent fewer days at one time.

188. ROSECRANCE, F. C., "Present-Day Challenges to Guidance in Secondary Education," *Educational Trends*, Vol. 8 (September-October, 1940), pp. 13-17.

The author, like many leading educators whose work is appearing in educational magazines, stresses the great need for emphasizing persons—not subjects. He feels that guidance persons have a unique opportunity to see the total person in a total situation because it is not departmentalized. The challenges he suggests in the methods of guiding young people are real ones.

189. RYAN, Calvin T., "Into the Home by Way of Books," *Journal of Education*, Vol. 126 (February, 1943), pp. 42-43.

Helping parents to become book-conscious and aware of the value of books which are written for them is discussed in this article. Building a relationship in which the teacher and parent work together on the problems of youth is a first essential, and the wise teacher will not force books on a parent but will try to guide the parent toward a realization that many ways of meeting urgent life situations may come to her through reading. The author feels that parents may be guided by the teacher who is able to suggest books for parents and who establishes a relationship that is amenable to such suggestions.

190. SALA, Pauline J., "Are Teachers Teaching Children?" *Texas Outlook*, Vol. 27 (April, 1943), p. 63.

This author's definition of teaching is one that will make any teacher stop and think. She conceives of it as a pleasure in which the teacher plays, works, disciplines, and guides the child toward finding himself in the present and future.

191. SALISBURY, Rachel, "Correspond with Latin America," *Journal of Education*, Vol. 126 (January, 1943), p. 20.

The methods of beginning correspondence with teachers and leading to inter-pupil correspondence with people in Latin America are discussed by this author. She gives full data about contacts which should be made and methods of obtaining exhibits, portfolios, and other material for classroom study.

192. SAYLOR, Galen, "Turnover Among Nebraska Public School Teachers," *Journal of Educational Research*, Vol. 33 (September, 1939), pp. 114-121.

A study was made of the teacher turnover in the state of Nebraska, and some interesting conclusions were reached. It was found that the rate of turnover varies inversely with size of the school system, that high-school

teachers are decidedly less stable than any other group, that involuntary withdrawals account for a fourth of teacher turnover, superintendents are more stable but have the highest turnover because of dismissal, and that the four factors which account for almost 90 per cent of all turnovers are transfer to a teaching position in another system, dismissal or attendant factors, marriage, transfer to another occupation.

193. SCHOENHOF, Madeleine T., "Adventures in Religious Tolerance," *Journal of Education*, Vol. 128 (September, 1945), pp. 190-191.

The author tells how a discussion about the Four Freedoms in a group grew into a desire to know and understand religious views in the community. The class members developed some questions they would like answered and then set about learning the answers. The changes which occurred in the class make a fascinating story.

194. SCHROEDERMEIER, A. C., "The Value of a Parent Clinic," *American School Board Journal*, Vol. 108 (May, 1944), p. 42.

The author discusses the plan of teacher-parent interviewing which the Dodge City, Kansas schools began. The child's good points were emphasized at the same time that difficulties were discussed with parents. Teachers felt that it was one of the most enjoyable experiences they had ever had in contacting parents.

195. SCOTT, J. Cleo, "Obligation of the Teacher to the Child," *Texas Outlook*, Vol. 27 (July, 1943), p. 36.

Instead of thinking in terms of what the school owes the children, this article states that we should think about what the teacher owes the student. The author believes that if teachers expect the child to respect the authority of the school, they must be respected by the child.

196. SELKOWE, Joseph, "The Mental Hygienist Looks at the Teacher," *High Points*, Vol. 20 (April, 1938), pp. 17-24.

Selkove believes that teachers' difficulties arise out of personal temperament, teacher-pupil relationships, teacher-administrator relationships, and the attitude of the community toward the teacher. He points out that mental health for the teacher is no different than mental health for anyone else.

197. SENIOR BUSINESS ENGLISH CLASS, and JOHNSTON, Mayme V., "A High School Class Considers Juvenile Delinquency," *Ohio Schools*, Vol. 22 (February, 1944), pp. 54-55, 82-83, 90.

In this splendid article which reports the thorough study of juvenile delinquency by a class of twenty-eight students, the summary is made

that the greatest percentage of delinquency could be traced to lack of understanding and coöperation in the homes, poor living conditions, and thoughtlessness on the part of the townspeople.

198. SHAFER, Hugh M., "Principles of Democratic Personnel Relationships in Administration," *American School Board Journal*, Vol. 108 (April, 1944), pp. 17-18.

This author lists the outstanding principles which should be followed in the public school which would strive to be democratic. The principles would include respect for all human personality, of ability and accomplishment, and a desire to know fellow workmen.

199. SINKS, Thomas A., "Community Contacts and Experiences That Are Vital," *National Elementary Principal 22nd Yearbook, The Frontline of Democracy*, Vol. 22 (July, 1943), pp. 376-380.

This article is an excellent discussion of how a class interest in the community grew into a class visit to the Board meeting. One member spoke of the need for a swimming pool. This article is the story of how the children shared the work of this community project.

200. SKARD, Aase Grude, "From Whence Their Strength," *Educational Leadership*, Vol. 1 (October, 1943), pp. 17-20.

The story of the teachers of Norway and their united rebellion against Naziism is told in this article. It is a story of what each and all suffered at the hands of the Nazis. The loyalty of these people to their profession and to each other is long to be remembered.

201. SMITH, Donnal V., *Social Learning* (New York: Charles Scribner's Sons, 1937), p. 29.

The author feels that the point of departure in studies of society or the community must begin with a primary group and that the school group is an excellent beginning because it is not as complex as some other groups and it gives the individual his "earliest and completest experience of social unity."

202. SMITH, Elbridge M., "Study Democracy Where You Are," *Journal of Education*, Vol. 126 (February, 1943), pp. 55-56.

Only seven days were available for the study of the community at Cornwall, New York High School, but the author concludes that, although it was too brief a time, the pupils, the school, the parents, and the townspeople were more than gratified at their result. The author describes concretely what was done, the results, makes criticisms of the study, and gives detailed information of seven full days.

203. SMITTER, Faith W., and LONSDALE, B. J., "Including Teachers and Parents," *California Journal of Elementary Education*, Vol. 11 (February, 1943), pp. 161-180.

This is an excellent description of how teachers and parents were brought together to study and correct the problems both were having with children. At the end of two years it was found that parents had a deeper interest in the school program, they were less negatively critical of the school, they had a deeper understanding of children's behavior, and a greater knowledge of their needs. Teachers recorded more information about each child, realized that there were numerous factors involved in behavior problems, had a greater awareness of individual differences, and worked out more wholesome working relationships with children.

204. SPOKESMEN FOR SOME OF THE OTHER AMERICAS, "How Can Intercultural Ties Be Strengthened?" *Journal of Education*, Vol. 127 (February, 1944), pp. 45-47.

Rodolfo Michels, Ambassador from Chile, has said that the unity of common purposes of democracy "will remain voiceless and incipient" unless the people of the Americas can be joined together in "mutual endeavor" through educating the people of the countries. The title question is answered by representatives of the other Americas in this brief article.

205. STANFORD UNIVERSITY EDUCATION FACULTY, *The Challenge of Education* (New York: McGraw-Hill Book Company, Inc., 1937), pp. 360-361.

These professors think that some knowledge of community, auxiliary agencies may be utilized through the counselor in social, recreational, and vocational training of youth. They suggest also that the follow-up service of youth after leaving school should be a part of the work of the counselor. Throughout this book there is stress on community contacts through teachers, administrators, and all of the faculty of the public schools.

206. STEVENS, B. A., "Steps Toward Improvement of Instruction," *Ohio Schools*, Vol. 22 (March, 1944), p. 28.

The author lists seven procedures which the alert teacher should observe in child guidance as they have been mentioned in Ohio State Department of Education publications. They are that teachers should call on parents, establish firm but considerate relations with pupils, encourage pupils to examine their attitudes, be friendly with problem pupils, make daily opportunities for talks with individual pupils, help new pupils adjust to the classroom, and be alert to the health of each child.

207. STRANG, Ruth, *Every Teacher's Records* (New York: Bureau of Publications, Teachers College, Columbia University, 1936).

In this excellent book about the value of records for teachers and sample kinds of records, the author discusses vividly how one teacher helped a pupil who was so filled with fears that she could not face her problems in school (pp. 1-2).

The author feels that coöperation between teachers and parents is embodied in personnel work and the personnel point of view, and that the best way to gain the coöperation of parents is to have a genuine interest in the child.

208. STRANG, Ruth, "Parent Counseling in the Practice of Various Professions. The Dean," *Parent Education*, Vol. 2 (April, 1935), pp. 19-20.

The author describes the kind of student and parent counseling necessary for a dean and states a principle which applies to pupil counseling at any age level when she says that the child's problems point back to family relationships and that there should be both child counseling and parent counseling.

209. STRANG, Ruth, *Personal Development and Guidance in Colleges and Secondary Schools* (New York: Harper & Brothers, 1934).

Strang lists certain steps in establishing a guidance program and points out clearly that there should be faculty preparation and other steps taken before a guidance program should be undertaken. She feels that there should be preparatory faculty discussions and a steering committee appointed, the guidance functions should be listed and these functions designated to a certain individual or individuals, and gives other suggestions.

210. STRANG, Ruth, *The Rôle of the Teacher in Personnel Work* (New York: Bureau of Publications, Teachers College, Columbia University, 1935).

In describing some principles which should be followed in building a guidance program the author suggests that there is no one best guidance program, that it should be developed in accordance with needs.

211. SYMONDS, Percival M., "Problems Faced by Teachers," *Journal of Educational Research*, Vol. 35 (September, 1941), pp. 1-15.

A comprehensive study was made of the problems of a group of teachers in a class in mental hygiene, and it was found that out of 94 individuals 48 had problems of family relationships, 16 of which were with the mother, that 37 had problems of love life, and that 12 had problems relating to their positions. This article contains much valuable information concerning the kinds of problems which teachers experience.

212. SYMONDS, Percival M., "Some Empirical Principles of Child Guidance," *Teachers College Record*, Vol. 45 (February, 1944), pp. 307-316.

This article gives some excellent points for the teacher who is just beginning her work in guidance. It suggests that guidance can never be thought of in terms of rules, formulas, or techniques and that every child studied presents unique characteristics which make a fresh study necessary.

213. SYMONDS, Percival M., "Suggestions for the Adjustment of Teachers," *Teachers College Record*, Vol. 44 (March, 1943), pp. 417-432.

The author suggests that the mental-hygiene problems which confuse teachers may go much deeper than one might be led to believe, that they are a part of the "structure of the individual personality" (p. 432). He suggests further that an attitude of confidence that one can work out his difficulties and achieve better adjustments and that happiness is "one's due" will be helpful.

214. TATE, M. W., "The Induction of Secondary-School Teachers," *The School Review*, Vol. 51 (March, 1943), pp. 150-157.

There is a discussion of a locality in which there was a 30-50 per cent change of staff each year and a description of the plans being formulated to help their new teachers in this article. Teachers and superintendents were asked to estimate the relative difficulty of adjustment of the new teachers on a check list. Teachers reported that 36 per cent of the older teachers felt that the new teachers had difficulties in adjusting to other teachers. The superintendents reported that 44 per cent had this difficulty.

215. TIEDEMAN, Stuart C., "A Study of Pupil-Teacher Relationships," *Journal of Educational Research*, Vol. 35 (May, 1942), pp. 657-664.

In this study the students reported that they disliked teachers who use ridicule, sarcasm, or nag, who frighten or threaten for discipline, are autocratic, show partiality, fail to provide for individual differences, who have disagreeable personal peculiarities, or who have several of these characteristics.

216. TOWNSEND, M. E., "Mental Hygiene and Teacher Recruiting," *Mental Hygiene*, Vol. 17 (October, 1933), pp. 598-604.

This article is an excellent discussion of the whole personnel program and contains numerous suggestions which are of value to the teachers colleges. He discusses further that there are a number of reasons why teachers do not have as much prestige as they should have, some of the

reasons being that teaching has been considered a right, not a privilege, the vast majority of teachers are placed on the job poorly prepared professionally, and that many of them have personality handicaps which cause them to be poor teachers. He conceives of the personnel program as one of greater selectivity and a thorough personnel program after they have become student-teachers.

217. TROYER, Maurice E., "New Horizons for Teachers in Service," *New York State Education*, Vol. 31 (April, 1944), pp. 499-501.

The author discusses the "procedures and conditions conducive to continuous teacher education" and describes the in-service program in Des Moines. He feels that successful programs of in-service education should begin with problems which the teachers feel are important, and that effective work between teachers and administrators results when they work on problems on which some progress may be made.

218. WALLER, Willard, "Social Problems and the Mores," *American Sociological Review*, Vol. 1 (December, 1936), pp. 922-933.

This article discusses the pressures of the *mores* and their influence on social problems. He emphasizes the belief that teachers aren't free because their thought on vital issues of a social nature is "unclear, illogical, and incomplete." He feels that they are "aim inhibited" because of the pressure of *mores* and the lack of tenure protection.

219. WALLIN, J. E. Wallace, *Personality Maladjustments and Mental Hygiene* (New York: McGraw-Hill Book Company, Inc., 1935), p. 207.

The author gives an excellent discussion of the way in which a well-adjusted individual approaches his problems and how he attempts to solve them. He feels that the individual who is meeting life has a "frank, straightforward manner" in his attempts to solve his difficulties. There is an excellent discussion of facing the real issues which make life unbearable.

220. WALTERMIRE, Helen M., "Interest Your Students in Politics," *Journal of Education*, Vol. 125 (September, 1942), pp. 188-190.

Discouraged because of hearing so many talks about educating for democratic living and for appreciation of democracy and hearing so little about what the schools should do, the author has discussed ten practical suggestions about interesting pupils in politics and government. There are many helpful suggestions concerning plans which might be incorporated into the school experiences of pupils so that they would become aware of real citizenship in a world.

221. WANN, Harry A., "Mental Growth Through Education," *Mental Hygiene*, Vol. 25 (January, 1941), pp. 18-21.

This author believes that the training program of teachers should include courses in mental hygiene and psychiatry and that the program of selectivity should be based on personality, emotionality, and sociality as well as on scholarship.

222. WARD, Lewis B., and KIRK, Samuel A., "Studies in the Selection of Students for a Teachers College," *Journal of Educational Research*, Vol. 35 (May, 1942), pp. 665-672.

These authors represent a large group of writers who are stressing the importance of personality as a factor in the selection of student teachers, feeling that mental health and emotional adjustment are of as much significance as intelligence and scholarship.

223. WATSON, Goodwin, COTTRELL, Donald P., and LLOYD-JONES, Esther, *Redirecting Teacher Education* (New York: Bureau of Publications, Teachers College, Columbia University, 1938).

This book outlines some of the objectives of teachers colleges as being student health, mental health, work, knowledge, artistic values, recreation, integrity, coöperation, and growth. Among the excellent chapters of the book are these on the selection of students and the guidance of students.

224. WEBB, L. W., "Professional Education for Experienced Teachers," *Educational Trends*, Vol. 9 (January-February, 1941), pp. 18-24.

In this stimulating article the author discusses some values of workshop experiences for teachers in which they can meet and discuss problems which are common to all. In workshop experiences teachers have felt that they developed better methods for evaluating their courses and their goals and had gone far beyond the concept of teaching skills and knowledge. There seems to result a broadened evaluative concept of the total experiences of pupils and of their work from these contacts.

225. WOOD, Leland Foster, "Marital Counseling as a Means of Conserving the Family," *Eden Theological Seminary Bulletin*, Vol. 2 (Spring Quarter, 1937), p. 5.

Some guiding principles of family counseling are suggested, among them being listed the need for the counselor to bring up "all helpful facts but no more." The author is most sincere in saying that the counselor learns to have respect for the "sacredness of things wrung from the heart of . . . sorrow and pain." There are some good discussions of points to remember and to follow in this article.

228. Wood, Mildred W., "Family Life Education in the Phoenix Union High School," *Parent Education*, Vol. 2 ((May, 1935)), pp. 24-25.

This article describes the conferences that are held with parents and discusses their work in allowing high-school students of child guidance to attend some of the conferences. Not only are some schools finding parent conferences helpful, but they are planning, as Phoenix is doing, to teach high-school students at the same time.

227. WRIGHTSTONE, J. Wayne, and CAMPBELL, Donk S., *Social Studies and the American Way of Life* (Evanston, Ill.: Row, Peterson & Company, 1942).

The authors describe how a civic club in one school district studied the evils which existed along the banks of a river flowing through the district and what might be done to remedy the situation, revealed the conditions to the residents of the district, initiated sketching the district in an art class, and finally had some influence in getting it corrected.

They also suggest a thorough study of government machinery as part of social studies in the high school. They suggest that students become acquainted at first hand with political organizations of the community. One teacher even brought the civil-service system into the school's student government with some success.

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